REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1888-89.

BY

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Director of Public Instruction, Punjab.

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Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1508½, dated 15th October 1889.

READ—

The Report of the Director of Public Instruction for the year 1888-89, forwarded under cover of his letter No. 1869 of 10th September, and received on 12th September.

REMARKS.—Under existing arrangements the Annual Report on Public Instruction is due to the Government of India upon 1st September in each year, and the Lieutenant-Governor trusts that special efforts will be made to enable him to forward it by that date. On the present occasion the submission of the Report has been unfortunately delayed by the indisposition of the Head of the Education Department.

2. Judging from the facts reported by Colonel Holroyd, the progress of education during the past year appears to have been very satisfactory throughout the Province. There is an increase of 133 in the number of public institutions and of 8,500 in the number of scholars attending these. The total number of scholars in institutions of this class is now 143,500, and may be expected to exceed 150,000 in the present year. The reduction in the number of scholars attending private and indigenous schools is due to the fact that all schools with less than six scholars are now excluded from the returns. This has reduced the number of these schools by one-third, but the number of scholars by one-fifteenth only. The increase of expenditure has been 1,90,000 rupees, of which a large portion has been provided from Provincial Revenues for the Aitchison College and Veterinary School. The additional expenditure on secondary schools has been Rs. 51,000, mainly from fees and special contributions, and on primary schools Rs. 30,000. District Funds provided Rs. 43,000 extra and Municipal Funds Rs. 20,000. The increase in the income derived from fees has again been very large. The results of the University Examinations have once more proved disappointing; but the results of the Entrance and Middle School Examinations are much on a par with those of the preceding year, and a satisfactory advance is visible in the number of children who have succeeded in passing the two Primary Examinations. The conduct of students is considered to have been good on the whole, and special measures are about to be taken for further moral education in public institutions. Much has been done during the year to supply the necessary furniture and appliances of schools, and to develop physical education. The opening of the Railway Technical School at Lahore, and the appointment of an Inspectress of Schools, also deserve special mention in the educational record of 1888-89.

3. *University Education.*—The number of colleges and college departments now established in the Province is five, in which 322 students were reading for University Examinations as compared with 305 in 1887-88. As already noticed, the results of the examinations were again unsatisfactory, only 14 candidates out of 56 having succeeded in obtaining the degree of B. A., and 2 out of 12 that of M. A. The number of passes in the Intermediate Examination was, however, slightly larger, though the number of candidates was considerably less than in 1887-88, and the results in the Sanskrit (Oriental Titles) and Medical (Professional) Examinations were satisfactory. The failures in the University Examinations are ascribed as heretofore to (1) fluctuation in the standard, (2) the high percentage of marks required to ensure a pass, and (3) the circumstance that the papers set were not always inside the course prescribed, or if inside that course altogether suitable. The measures which it has been decided to recommend to the University for consideration in this connection are detailed in paragraph 60 of Colonel Holroyd's report and need not be examined here. The Lieutenant-Governor feels sure that they will receive the most careful attention of the Senate, and that the necessary steps to secure the examinations from violent fluctuations of standard will be adopted by an early date. Sir James Lyall has read the reports by the

Principals of the Government College, Lahore, St. Stephen's Mission College, Delhi, and the Mission College, Lahore, with much interest, and is satisfied that excellent work is being done in all these institutions in spite of the failures at the University Examinations. The remarks made by the Revd. Mr. Allnutt at the end of paragraph 5 of his report appear to His Honor to deserve special consideration, and should receive the early attention of the Director of Public Instruction. The decline in the number of first year students in the Lahore Government College from 45 to 18 is somewhat unexpectedly large. As noted in paragraph 9 of the Report, it has been determined to slightly postpone the future enhancement of fees payable in Colleges and in Anglo-Vernacular Schools. The account of the work of the Oriental College is satisfactory, and the Lieutenant-Governor hopes that this institution has at length been placed upon a really sound footing. The improvement in the results of the Oriental Examinations is very satisfactory, and it may be expected that the College will in future steadily do useful and valuable work under the direction of Dr. Stein. The increase of numbers in the Medical College in spite of the levy of fees is also very satisfactory as indicating a desire on the part of educated students to adopt the Medical profession as a career in life. The report of the Principal is interesting and shows that excellent work has been done in the College during the year. The Lieutenant-Governor will take another opportunity of acknowledging the long and highly useful connection of Dr. Brown with the institution from the headship of which he is now about to retire.

4. School Education.—*Secondary Schools.*—The number of Secondary Schools of the Province and the number of scholars attending them show a slight increase, while the proportion of students entered as in the secondary stage and as learning English is considerably larger than in 1887-88. This is the more satisfactory because the fees in Secondary Schools have lately been raised, and certain conditions must be fulfilled before the introduction of English is permitted among the studies of existing Vernacular Schools. The fees levied in Secondary Institutions now amount to one-third of the total expenditure of these schools, and even in Vernacular Board Schools, in which the children of agriculturists attending the Primary Departments are exempt from payment of fees, they amount to nearly one-fourth of the cost. The percentage of successful students of Secondary Schools in the Entrance Examination has risen from 28 to 33, and the number of successful students to 359; but in the Middle School Examination there has been a falling-off from 47 to 35 per cent. in the number of successes gained by the students appearing for this test. The conduct of the scholars in school is reported to have been generally satisfactory. A good deal still remains to be done in the matter of boarding houses for Secondary Schools, and Sir James Lyall hopes that this subject will meet with the consideration which its importance deserves from District Boards and Municipal Committees. Increased attention is being paid to the physical development of students in these schools.

5. *Primary Schools.*—There has been an increase of 115 in the number of Primary Schools in the Province, and of 7,500, or 9 per cent., in the number of scholars attending them. This is a very satisfactory feature in the present Report, and the Director has noted in paragraph 121 that one way with another there are now about 125,500 boys in the Province receiving primary instruction under the influence of the Education Department. Of these 4,500 are in Zamíndári Schools recently started, and 7,000 in Indigenous Schools earning grants-in-aid. In paragraphs 125—127 Colonel Holroyd has explained the policy of Government with regard to the establishment of Zamíndári Schools, and Sir James Lyall believes that this measure will result in a considerable development of appreciation by the agricultural classes of the advantages of an elementary education. The number of Indigenous Schools receiving grants-in-aid has risen from 137 to 209, and a sum of nearly Rs. 10,000 is now spent upon such grants. There is every reason to hope that the system adopted for uniting these institutions to the recognized educational machinery of the Province will also prove very successful in time,

and will lead to a wide extension of elementary education. The number of scholars successful in the Upper Primary and Lower Primary examinations respectively shows a satisfactory increase of 10 per cent. and 5 per cent. The conduct of the children in these schools also is reported to have been good on the whole, and discipline will doubtless continue to improve as a larger number of trained masters become available for primary institutions. On a reconsideration of the question it has been determined that in accordance with the recommendations made by the Education Conference held in 1887 agriculturists shall not pay half fees for their children in the Upper Primary Department; but the loss of income from this source has already been practically made good by the increase in the number of children of non-agriculturists. An additional expenditure of Rs. 19,000 was incurred on Primary Schools by District Boards and Municipal Committees during the year. In paragraph 24 of the Report Colonel Holroyd has shown that the expenditure on education from District Funds for the whole Province though still considerably under the minimum which the Boards may be required to provide, has increased to an extent which covers the net charges of which they were relieved in 1886-87 and the increased income which they have derived from fees and grants. The Lieutenant-Governor is glad to see that the Boards have fulfilled the obligations imposed by the arrangement of 1886-87 to this extent: details, however, are not given for districts, and the delay in furnishing complete data in this regard is not altogether satisfactory. Allowance must no doubt be made for the fact that the statements of accounts received by the Education Department are necessarily by schools, and that these data do not correspond exactly with the actual expenditure shown by District Committees owing to the classification of furniture grants, transfer of scholarships and the like; but the Lieutenant-Governor trusts that the detailed statements called for in paragraph 9 of the Review of last year will now be submitted without further delay. Orders have already been issued requiring District Boards which have not yet completely fulfilled their obligations to establish Zamíndári Schools. Sir James Lyall also desires that a statement of the expenditure of District Boards and Municipal Committees similar to that given on page 11 of the present Report may be furnished annually, in order that it may be clearly seen what sums these Local Bodies are spending upon general and primary education as compared with the amount which they may be required to spend under the rules laid down by Government. In the Municipal Return results should be shown separately for the principal Municipalities, and in a lump sum for the minor Municipalities, of each district. In the Review of last year's Report it was suggested that such a statement should be published once in five years, but on reconsideration the Lieutenant-Governor thinks that it will be best for all concerned that it should be published annually.

6. The successes gained in the examinations of candidates under teaching in the Central Training College are not as satisfactory as those of the previous year—a result which is ascribed to the absence of the permanent Principal. It is to be regretted that the Director should have to report that though generally a marked improvement is visible in schools taught by trained masters yet in some cases such masters have not shown themselves sufficiently respectful to their superiors. The deficiency in the supply of teachers for training at the Normal Schools is also regrettable. The proposal that the Head Master of each Normal School should fill up vacancies in stipends at the beginning of the term will no doubt prevent the lapse of provision for stipends in future; but it is of course desirable that, as far as possible, the masters sent for training should be selected by the District authorities. The Lieutenant-Governor is doubtful if any number of further stipends ought to be created as suggested by Colonel Holroyd in paragraph 157 of his Report, especially as it seems probable that non-stipendiary students are forthcoming for the Central College. The work done by the Lahore Medical School and the Veterinary School has been good as usual. The results in the latter case have been noticed elsewhere and need not be discussed here. In the Mayo School of Art satisfactory progress has been made on all sides, and the Principal has submitted an interesting report on the work of the year. Arrangements have been completed for providing a trained English

assistant for Mr. Kipling and for the addition of further work rooms in connection with the Jubilee Memorial Institute of the Province; and it may be hoped that in a few years the School of Art will exercise a widely extended influence in the Punjab. With the Director of Public Instruction the Lieutenant-Governor attaches much importance to the institution of the Railway Technical School. The Industrial School at Amritsar shows every sign of developing into a thoroughly useful institution under the direction of the Secretary of the Municipality, Mr. Nicholl.

7. As regards female education in the Punjab there is still little to say, but there are good reasons to hope that this will no longer be the case in a few years' time. Some progress has been made during 1888-89, as is evidenced by the increased number of secondary schools, the larger number of scholars in the upper primary stage, and the greater successes in winning scholarships under the rules laid down in the Code. Arrangements have been made for a Middle Standard Examination for girls, and it is probable that before long a number of candidates will appear for this examination. In paragraph 210 the Director of Public Instruction has specially noticed the progress made in the Girls' Schools at Gujránwála under the auspices of Mrs. Steel, and the Lieutenant-Governor again desires to acknowledge the labours of that lady in connection with the cause of female education in the Punjab. The most important feature connected with this cause during the year has been the appointment of a Lady Inspectress of Schools, Miss Francis.

8. On the subject of the education of special classes it is not necessary to say much. In the case of European Schools the results of the examinations show a decided improvement on those of the previous year, and excellent work has been done in the Lawrence Asylums at Sanáwar and Murree; but the account of the other schools of this class is too brief to allow any judgment to be formed of the general results of teaching in them. The newly-awakened desire for more advanced education on the part of the Muhammadan community is being maintained, and there is every reason to hope that all backwardness on the part of that community in the towns of the Province at least will gradually disappear. The Jubilee Scholarships established for Muhammadan boys are much appreciated. The progress made by the Aitchison Chiefs' College has on the whole been satisfactory, if the drawbacks of divided arrangements are considered. Now that the School and its staff is gathered together in the College buildings, the Lieutenant-Governor will look to the Principal for specially good results in the education of the students. Sir James Lyall hopes that all District Officers will interest themselves in the education of the sons of the leading families of the Province. The statistics on this subject contained in paragraphs 242-243 of the present Report are perhaps not very trustworthy, but so far as they go they are certainly not as satisfactory as they should be On the question of the education of children of low castes the Government of India has been specially addressed during the past year.

9. Indigenous Schools have been briefly noticed under the head of primary education. The details regarding them contained in Chapter VIII of the present Report are decidedly encouraging. The Text-Book Committee of the Province has now been finally organised and constituted, and the acknowledgments of the Lieutenant-Governor are due to the members of the Committee for their labours in behalf of the cause of education.

10. The Director of Public Instruction has stated that the attitude of Local Bodies towards education is not in every case such as could be desired. This is no doubt the case, and the Lieutenant-Governor trusts that all officers of Government in the Civil and Educational Departments will do their best to improve things where this is required. Unless an example of interest is shown by Government officers themselves in such a matter, it can hardly be expected that the Local Bodies in the backward parts of the Province will fully realize their duties in this respect; and His Honor therefore attaches considerable importance to the occasional inspection of schools by all Government officers, and especially by Tahsíldárs. Colonel Holroyd has reported that an improvement has taken place in the inspections by Tahsíldárs, but it is evident that more still remains to

be done, and Sir James Lyall desires to commend the subject to the earnest attention of all Commissioners and Deputy Commissioners. The fact that Rs. 90,000 have been spent by Local Bodies on school accommodation during the past year and Rs. 27,000 on school furniture and appliances speaks well for the interests shown by many of such Bodies on whose revenues there are necessarily many urgent claims besides those of the Education Department; but, on the other hand, the Director is obliged to record that some of the largest Municipalities of the Province show great unwillingness to provide sufficient educational funds, and that there is often great delay in replying to educational references. To some extent Deputy Commissioners must be responsible for shortcomings in the latter respect, and it is not satisfactory that it should be noted in paragraph 153 of the Report that certain Deputy Commissioners of the Jullundur Division failed to support the Department in sending properly qualified students for instruction in the Jullundur Normal School. The Lieutenant-Governor would also be glad to see the spirit of interest in educational progress further encouraged in the case of various classes of the community and individuals. What can be done in this way is shown by the establishment by the Arya Samáj of the Daya Nand Anglo-Vedic School and College at Lahore, and Colonel Holroyd has specially noticed the liberality of the people of Jullundur in offering rewards and prizes to students. The provincial list of such rewards is not, however, nearly so long as the Lieutenant-Governor would like to see it; and Sir James Lyall agrees with the Principal of St. Stephen's College that it is far from creditable that in a wealthy city like Delhi no gentlemen of position and means are found to show a real and practical interest in the excellent College which the devotion of the Delhi Mission is creating for one of the chief intellectual centres, if not the chief intellectual centre, of the Province.

11. But above the display of liberality and interest in intellectual progress in the Punjab, the Lieutenant-Governor desires to commend to all who have the cause of education at heart the development of the moral training of Punjab students. His Honor has every reason to believe that the general educational policy of the Province which is being worked out on the excellent lines laid down by Sir Charles Aitchison, will prove sound and sufficient for the intellectual needs of the people, and the present Report (paragraphs 14 and 136) shows that special measures are being taken to develop the physical as well as the mental capacities of our scholars. But the necessity of moral training has not perhaps received until recently so much attention as it properly demands, and Sir James Lyall desires that it may always continue to be prominently borne in mind in future His Honor need not add in this Review to what is said on this subject generally by Colonel Holroyd and the Inspectors of Schools in paragraphs 109 to 112 of the Report. There is no doubt a growing feeling among all classes that sufficient attention is not paid to moral training in the curriculum of our public educational institutions; and it is incumbent upon Government to arrange to meet this want as far as in it lies. The matter, however, is one with regard to which Government alone cannot act successfully through the medium of an Educational Department, and the co-operation of all officers of Government and of all classes throughout the Province interested in the cause of education must also be forthcoming if any real and lasting results are to be obtained. The Lieutenant-Governor will therefore look for the support in this matter of all officials and leading men, and especially of those who have themselves received the benefits of a good education. The subject should receive special notice in all future educational reports; and His Honor would be glad to know if the Director of Public Instruction thinks that any measures can be usefully adopted for enlisting the general sympathies of all classes in this cause.

12. The acknowledgments of the Lieutenant-Governor are due to the Teaching and Inspecting Staffs of the Province for the excellent work done by them during the past year which the Director of Public Instruction has brought to notice, to the gentlemen who have assisted him with their valuable advice at the Educational Conferences, and to those who have shown a special

interest in education by gifts of rewards and prizes. His Honor is of opinion that Colonel Holroyd may be specially congratulated upon the results which he has been able to lay before Government on the present occasion, and desires to thank him for his excellent report upon the public instruction of the Province during the year 1888-89.

ORDER.—Ordered that the above Remarks be printed as usual and circulated with all copies of the Report.

Also that it be published in the *Government Gazette.*

Also that it be forwarded with the usual number of copies of the Report to the Government of India in the Home Department.

By order of the Hon'ble the Lieutenant-Governor,

H. C. FANSHAWE,

Offg. Secretary to Government, Punjab.

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CHAPTER I.

GENERAL SUMMARY AND STATISTICS.

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SECTION A.—INTRODUCTION AND GENERAL SUMMARY.

Summary of statistics.

1. The table on the opposite page contains a general summary of the statistics of the last two years.

It will be observed that two new colleges have been established, and that there has been a slight increase in the number of under-graduates on the Arts side, and a reduction in the number attending the Oriental College. There has been a substantial increase in the number of public schools, and an increase of nearly 8,500, or above 6 per cent., in the number of scholars on the rolls. The table shows a very large decrease in the number of private and indigenous schools; but this is due to the fact that it has been decided by Government, in accordance with the recommendation of the General Educational Conference, held in 1888, that a school is to be defined as an institution in which instruction (other than collegiate) is imparted to not less than six scholars; and this has caused a great reduction in the number of indigenous schools shown in the returns, and a reduction of nearly 11,000 in the number of scholars.

Stages of instruction.

2. Amongst scholars attending public schools, there has been an increase in numbers in nearly every stage of instruction, that in the Secondary stages amounting, on the whole, to about 9 per cent., and that in the Primary stages to about 6 per cent.

Increase of expenditure.

3. There has been a net increase of expenditure amounting in round numbers to Rs. 1,90,000. It will be seen that the increase has taken place mainly in Arts Colleges, in Secondary and Primary schools for boys, in Secondary schools for girls, in scholarships and under the head of "other charges." The latter include buildings, furniture, and apparatus on which there has been a considerable

Chapter I. A. 3. Introduction and General Summary.

increase of expenditure, and other items on which there has been on the whole a considerable reduction. The causes that have occasioned an increase under each of these heads, so far as they are known, are briefly noted below :—

Increase of expenditure explained.

Arts Colleges.—The increase of expenditure is due mainly to the establishment of two new colleges and the further development of the Mission College at Lahore.

Secondary Schools for boys.—The increase is due partly to additional expenditure on schools that have been raised to a higher grade, and on those in which the study of English has been introduced, during the last two years, and partly to the measures taken to improve the staff of teachers, more especially in Aided schools for natives.

Primary Schools for boys.—Increase due to the establishment of new schools, and the improvement of schools already in existence.

Secondary Schools for girls.—The increase is almost evenly divided between Native schools, chiefly in the Lahore Circle, and European schools; but it has not been accounted for by the Inspector. In the Delhi Circle, there has been a small increase due mainly to the inclusion of three additional schools in the returns.

Scholarships.—The increase is due to additional expenditure on scholarships held in the Aitchison College, Jubilee scholarships and on scholarships awarded to girls.

Buildings.—The increase amounts to Rs. 64,000, of which the sum of Rs. 54,000 represents increased expenditure on the Aitchison College.

Furniture and apparatus.—The net increase under this head amounts to about Rs. 34,000. There has been an increase of about Rs. 45,000 in the expenditure from Provincial Revenues incurred mainly on the Veterinary School. District Boards also have increased their expenditure on this account by about Rs. 10,000, and Municipal Committees by about Rs. 2,000, whilst the expenditure from other sources, chiefly in European schools, has fallen off by about Rs. 23,000.

Expenditure from Provincial Revenues.

4. Of the increase of expenditure shown under the side head of Provincial Revenues at the bottom of the return, the sum of Rs. 19,000 in round numbers was spent on buildings and Rs. 45,000 on furniture, the latter supplied chiefly, as already stated, to the Veterinary School. About Rs. 5,000 is accounted for by fluctuations in the expenditure on miscellaneous objects. The balance of Rs. 50,000 is not due to an actual increase of expenditure but to a diminution of receipts, owing to the fact, that about Rs. 57,000 were credited to Government in the previous year on account of sale proceeds of the surplus stock of the late Government Book Depôt against Rs. 7,000* during the year under report.

* It will be remembered that the expenditure shown under every head represents the net expenditure, and that money credited to Government on account of the sale proceeds of books is deducted from the gross expenditure from Provincial Revenues and shown in the returns as expenditure from other sources.

Expenditure from District Funds.

5. Of the additional expenditure from District Funds Rs. 22,000 or about one-half is on school establishments, Rs. 10,000 on furniture and appliances, of which further supplies are still required, Rs. 3,000 on miscellaneous objects made up chiefly of boarding-house expenses, and the balance of Rs. 4,000 on buildings and scholarships.

Expenditure from Municipal Funds.

6. The additional expenditure incurred by Municipalities has been incurred chiefly on buildings. The other items show various minor fluctuations which almost balance each other.

Expenditure from other sources.

7. The decrease of expenditure shown under the head of "other sources" is due to the fact already mentioned, that the amount credited to Government on account of the sale proceeds of books was less by Rs. 50,000 than in the previous year. This, as explained above, has caused an increase of Rs. 50,000 in the net expenditure from Provincial Revenues and a corresponding decrease in the amount shown as expended from "other sources." If the above item were left out of consideration, the expenditure from other sources, *i.e.*, subscriptions, proceeds of endowments, &c., &c., would show an increase of about Rs. 20,000. A large decrease in the expenditure on furniture in European schools is more than covered by increased expenditure from private sources on the Aitchison College buildings, and there has been also a large increase in the expenditure on Secondary schools for Europeans.

Fees

8. The returns again show a very large increase of tuition fees exceeding Rs. 46,000. This has taken place entirely in Native schools and colleges. University fees also show an increase of Rs. 5,000. Boarding fees in European schools, on the other hand, have decreased by about Rs. 14,000; but no reason for this falling off has been assigned by the Inspector of European schools.

Measures for raising fees.

9. New rules regarding the levy of fees were introduced in 1886-87. The rates were considerably raised, and it was further decided, that in the case of Arts Colleges and Anglo-Vernacular schools these rates should be eventually doubled by means of annual increments extending over five years. The third increment takes effect during the current year, and it has been determined that the two remaining increments shall not be made annually but after intervals of two years. This concession has been granted in consequence of a representation on the subject that was put forward by the Educational Conference.

Mention of Punjab fees by Sir Alfred Croft.

10. As pointed out by Sir A. Croft in his report on education in India, exceptionally vigorous action has been taken to raise the school fees in the secondary schools of the Punjab; and the rates charged in the Lahore Government College are considerably higher than those prevailing in other parts of India.* It is satisfactory that this measure has been carried out in accordance with the recommendations of the Punjab Educational Conference, where all educational interests are represented.

Results of Examinations.

11. The statement below shows the number of candidates who were successful in the Degree Examinations, the Intermediate or First Arts and the Entrance Examinations held by the Punjab and Calcutta Universities, the Middle School Examination held by the Punjab University and the Primary School Examinations held by the Department:—

* It may be seen from para. 133 of the report in question that the fees charged in the Presidency College, Calcutta, the Elphinstone College, Bombay, and the Presidency College, Madras, are at the rates of Rs. 12, Rs. 10, and Rs. 5-3-0 per mensem, whilst outside the Presidency towns the rates vary from Rs. 4 to Rs. 6 per mensem. In the Punjab the existing rates are from Rs. 6 to Rs. 9 per mensem, and these will rise by further increments till they reach from Rs. 8 to Rs. 12 in 1892-93.

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Introduction and General Summary.

GENERAL SUMMARY.

NUMBER OF CANDIDATES SUCCESSFUL IN VARIOUS EXAMINATIONS.

				Number of successful candidates.			
				1888-89.	1887-88.	Increase.	Decrease.
1	Master of Arts Examination			2	1	1	...
	Master of Oriental Learning			...	..	...	...
2	Bachelor of Arts			14	28	.	14
	Bachelor of Oriental Learning			3	4	...	1
3	Intermediate	Arts	Calcutta	5	3	2	...
			Punjab	39	44	...	5
		Oriental, Punjab		5	7	...	2
Entrance Examination, Calcutta			Boys	71	64	7	...
			Girls	...	1	.	1
Ditto	Punjab	English	Boys	315	201	114	...
			Girls	...	...	..	...
		Vernacular	Boys	9	11	...	2
Middle School Examination		Anglo-Vernacular	Boys	727	801	...	74
			Girls	25	22	3	...
		Vernacular	Boys	493	613	..	120
Upper Primary Examination			Boys	6,522	5,980	542	...
			Girls	233	131	102	...
Lower Primary Examination			Boys	11,250	10,804	446	...
			Girls	546	451	95	...

University Examinations.

12. It will be noticed that the results of the Punjab University examinations show considerable fluctuations, the most remarkable being a decrease of one-half in the number successful in the B. A. Examination and an increase of 57 per cent. in the number successful in the Entrance Examination. The proportion of successful candidates is, however, in all cases much less than it ought to be, owing to the exceptionally high percentage of marks in each subject required to obtain a mere pass, and the great fluctuations in standard, which cause a wholesale failure sometimes in one subject and sometimes in another.

Primary Examinations.

13. The results of the Primary Examinations show a satisfactory increase in the number of successful candidates, male and female, by both the Upper and Lower Standards.

Physical training.

14. The question of Physical Training has received considerable attention, more especially in the Ráwalpindí Circle, and in some districts of the Jullundur and Deraját Circles. Gymnastic teachers have been appointed in many cases for districts and for individual schools, gymnastic apparatus has been supplied or sanctioned, play grounds have been provided for some schools, and in some cases the proposal to hold an annual tournament has been accepted. Cricket matches between many of the principal schools have been held as usual during the year. It is reported that in some districts the question of physical training and drill has been taken up earnestly by teachers trained in the Normal Schools and the Central Training College, who are all required to go through a course of drill and gymnastic exercises. It has not been possible, however, to introduce the general scheme that was drawn up by the Conference held last year, and approved by Government. This scheme is dependent on the preparation of a manual which the Text-Book Committee were asked to take in hand, but the operations of that body have been somewhat impeded as will be explained in Chapter IX.

Boarding-houses.

15. Boarding houses are attached to the colleges, the Training Institutions, and to most of the Secondary schools in the

Province. There are still, however, a considerable number of schools where no accommodation has been provided, and others where it is insufficient. Many of the Boarding-houses, moreover, especially those attached to the smaller schools, have not yet been supplied with the furniture or the establishment required by the Code. These defects will, it is hoped, be gradually rectified. Where they exist they are invariably brought to the notice of the Commissioner and the Deputy Commissioner by the Director of Public Instruction, and detailed recommendations on this and other matters are forwarded by the Inspectors to every District Officer.

Conduct of students and moral instruction.

16. The conduct of the students in different kinds of institutions has been generally satisfactory; and discipline tends to improve with the increase of trained teachers employed in the schools of the Province. Moral instruction is conveyed through the lessons contained in the Readers in use in our schools. These when handled by teachers of ability and good character, who have their heart in their work, produce a very salutary effect. In the case of college students lectures are given on moral subjects. The measures adopted during the last few years, and more especially the resolutions arrived at by the Educational Conference which sat last year, when the question of discipline and moral instruction was fully considered, are calculated to bring about the most happy results.

General progress during the year.

17. The year has been one of progress. There has been a large increase in the number of public schools and of scholars, and in the proportion of boys in the higher classes of Secondary schools; and though the returns show a reduction in the number of indigenous schools, this is due entirely to the exclusion of those containing less than six scholars. The number of indigenous and elementary schools, that have been brought under the grant-in-aid system, has largely increased, and there is every hope that the system will be greatly extended. There has been a very large increase in the amount of fees collected in public schools for natives.

The results of the Primary Examinations are most satisfactory, showing a large addition to the number of children, who are able to satisfy these tests. Considerable progress has been made in the supply of furniture and appliances, though much, no doubt, remains to be done in some districts. In different parts of the Province the promotion of physical education has been vigorously taken in hand, and discipline improves in all directions with the constantly increasing supply of trained teachers.

Expenditure on education from District Funds.

18. The table on the following page is intended to show the extent to which District Boards and Committees fulfil their obligations with regard to expenditure on education.

Chapter I. A. 18.

Introduction and General Summary.

STATEMENT of EXPENDITURE from DISTRICT FUNDS DURING the SCHOOL YEAR COMPLETED in 1888-89.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	All sorts of Schools.						Primary Schools.						Actuals for all sorts of Schools.						Number of Primary District Board Schools, 1885-86.			Number of Primary District Board Schools, 1888-89.		
	Grants made by Government.	Contributions from Municipal Funds.	Amount of fees as estimated.	25 per cent. of District Fund income, exclusive of items in columns (2), (3) and (4).	Total of preceding columns being minimum provision that may be required by Government.	Provision made in Budget of last financial year, exclusive of expenditure on school buildings	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Amount of fees as estimated for Primary Schools.	15 per cent. of the District Fund income, exclusive of items in columns (8), (9) and (10).	Total of preceding columns being minimum provision that may be required by Government for Primary Education.	Provision made in Budget of last financial year, exclusive of school buildings.	Gross expenditure during the year other than that on school buildings.	Grants made by Government.	Contributions from Municipal Funds.	Fees actually realized.	Net amount expended.	Net amount expended before localization, i.e., in 1885-86.	For boys.	For girls.	Total.	For boys.	For girls.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.						
The Province	6,814	2,464	37,714	5,49,505	5,96,497	5,13,080	7,094	392	24,949	3,31,448	3,63,883	3,18,343	4,83,713	7,319	1,449	39,392	4,35,553	4,31,602	1,288	52	1,340	1,468	73	1,541

Orders of Government on the subject of expenditure from District Funds.

19. It is laid down by Government that each District Committee or District Board shall, whenever it is required to do so by Government, provide such a minimum sum annually for expenditure on education, exclusive of charges for the construction and maintenance of buildings, as shall be equal to the total of—

(*a*) all grants made to the Committee or Board by Government, and all contributions received from Municipal Committees for the purpose;

(*b*) the annual income of the Committee or Board from education fees; and

(*c*) twenty-five per cent. of the annual income of the District Fund, excluding education fees and grants from Government and Municipalities.

The first section of the table shows how far District Committees have made provision in their budgets to expend the minimum amount that they may be required to expend by Government.

Orders of Government on the subject of expenditure from District Funds on Primary education.

20. It has been further laid down that, of the sum which each District Board may be required to provide annually for education, such portion shall, whenever the Government may so direct, be set apart for expenditure on Primary education, as shall not be less than the total of—

(*a*) all Government and Municipal grants for, and all fees from, that class of instruction; and

(*b*) three-fifths of the District Fund income represented by item (*c*) in the preceding rule.

The middle section of the table shows how far District Committees have made provision in their budgets to expend on Primary schools the minimum amount that they may be required by Government to expend on Primary education.

Additional funds placed at the disposal of District Boards or Committees for the extension of Primary education.

21. In 1886-87 District Boards and Committees were relieved of certain charges on account of subordinate inspection, Normal schools, &c., aggregating Rs. 73,000 per annum, which are now paid from Provincial Revenues. On the other hand, they were required to pay certain charges for scholarships, aggregating nearly Rs. 18,000 per annum, which had been previously paid from Provincial Revenues. The net charges of which they were relieved, therefore, amounted to Rs. 55,000, which ought to be devoted to the improvement and extension of Primary education, and the encouragement of Indigenous schools. The last section of the table shows how far the sum of Rs. 55,000, placed at the disposal of the District Boards and Committees, together with any increased income that they may derive from fees and grants, has been expended on education. If the whole amount has been thus spent, the net expenditure must be at least equal to that incurred in 1885-86.

How far the requirements with regard to expenditure from District Funds have been fulfilled.

22. From the first section of the table it will be seen that the provision made in the budgets of District Boards and Committees fell short of the minimum that might be required by Government by over Rs. 83,000, and column 14 shows that the actual expenditure fell short of the minimum in question by nearly Rs. 1,13,000. If we compare column 18 with column 5 we find that the former, which represents the actual net expenditure from District Funds, amounts to somewhat less than four-fifths of the latter, which is the minimum net expenditure that may be

Chapter I. A. 23. Introduction and General Summary.

required by Government. It may be added that there is a very great difference in the proportion which the expenditure in different districts bears to the minimum that may be required. In a few cases the expenditure exceeds that which may be required, in others it falls very far below it, the net expenditure in one case being 55 per cent. only of that which might be demanded.

How far the requirements with regard to expenditure from District Funds on Primary education have been fulfilled.

23. Turning to the second section of the table we find that the provision made in District Fund Budgets for Primary schools falls short of the provision that may be required by Government for Primary education by Rs. 45,000. The amount shown in column 13, however, represents merely the expenditure on the maintenance of Primary schools, and not the entire expenditure on Primary education, which would include the cost of the Primary Departments of Secondary schools, grants to Indigenous schools, and various other items. Government may require District Boards and Committees to set apart one-fourth of their net income for education, and three-fifths of that amount for Primary education. Now the amount set apart for education generally is, as we have seen, far below what might be required; but it is satisfactory to find that more than three-fifths of the Budget provision was for the maintenance of Primary schools. It may be added that the actual net expenditure on the maintenance charges of Primary schools was approximately Rs. 2,68,000, which is more than three-fifths of the total net expenditure.

How far the additional funds assigned to District Boards and Committees for the extension of Primary education have been expended.

24. The last section of the table shows that the net expenditure of the past year exceeded the net expenditure in 1885-86, or, in other words, that a sum in excess of the Rs. 55,000 per annum, placed at the disposal of the District Boards and Committees, together with the increased income from fees, &c., has been expended by these bodies during the year. Here, again, there is considerable diversity in different districts, and some have not expended on Primary education all the money placed at their disposal; but the result on the whole is satisfactory.

The expenditure on the maintenance of Primary schools has increased since 1885-86 by Rs. 35,000, which amount has been expended partly on the establishment of new schools, of which there are over two hundred, and partly in strengthening the staff of those formerly in existence. Large sums have been expended also on supplying furniture and apparatus, and a considerable amount on grants to Indigenous schools. The last item of expenditure is likely to show a large increase in the next returns.

Time taken to expend the additional funds.

25. As already stated, District Boards and Committees were relieved of charges, aggregating Rs. 55,000 per annum in 1886-87. This measure was carried out towards the end of the year, and nothing of importance could be done before its close towards the establishment of new and the improvement of old schools, the award of grants to Indigenous schools and other arrangements that take time. Considerable progress was made in the course of the following year, and by its close about Rs. 18,000 had been expended out of the Rs. 55,000, besides the additional income from fees. The full effect of these measures was not, however, apparent until 1888-89, as the additional expenditure was incurred for a portion only of the preceding year. A resolution has been recently issued by Government, under which District Boards, which have not yet arranged for the expenditure on Primary education of the whole amount placed at their disposal, are required to take immediate measures for the establishment of additional Zamíndárí schools.

STATEMENT OF EXPENDITURE ON EDUCATION FROM MUNICIPAL FUNDS, 1888-89.

Districts.	All Municipalities.						Municipalities receiving grants from Government.						Remarks.
	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of items in columns (2), (3) and (4).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget of last financial year, exclusive of expenditure on school buildings.	Gross expenditure during the school year by Municipalities receiving grants from Government.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Fees actually realized.	Net amount expended during the school year.	Net amount expended before localization, i.e., in 1885-86.	
1	2	3	4	5	6	7	8	9	10	11	12*	13*	14
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Hissár ...	5,052	1,164	2,998	9,126	18,340	14,406	11,604	5,052	570	3,017	2,965	4,210	Siran Municipality.
2. Rohtak ...	3,401	2,132	3,254	3,600	12,387	11,632	12,274	3,401	2,335	3,935	2,603	3,742	Rohtak & Jhajjar Municipalities.
3. Gurgáon ...	5,133	3,642	4,150	5,552	18,477	13,442	10,782	5,133	1,157	3,649	793	2,756	Rewári Municipality.
4. Delhi ...	15,170	2,203	7,496	36,186	61,055	31,700	30,215	15,170	520	6,969	7,556	10,879	Delhi and Sonepat Municipalities.
5. Karnál ...	3,274	1,380	1,300	5,710	11,664	9,722	7,583	3,274	845	2,119	1,345	2,222	Karnál and Kaithal Municipalities.
6. Umballa ...	7,329	2,408	3,670	7,050	20,457	16,418	15,245	7,329	1,129	3,632	3,155	2,447	...
7. Simla ...	2,613	...	732	21,694	25,039	3,945	4,039	2,613	...	1,380	46	1,500	Simla Municipality.
8. Kángra ...	3,077	1,366	803	2,182	7,428	7,392	6,968	3,077	1,342	951	1,598	1,576	...
9. Hoshiárpur ...	8,502	5,205	6,830	5,545	26,082	14,950	13,564	8,502	600	4,243	818	1,510	Hoshiárpur Municipality.
10. Jullundur ...	10,097	4,622	4,875	8,417	28,011	24,632	20,795	10,097	2,597	6,035	2,066	5,618	Ráhon, Kartárpur, Banga, Núrmahal and Nakodar Municipalities.
11. Ludhiána ...	5,335	3,171	4,972	8,242	21,720	22,602	17,432	5,335	1,860	4,101	6,136	8,088	Ludhiána Municipality.
12. Ferozepore ...	2,583	2,948	2,350	5,863	13,744	14,200	9,577	2,583	1,463	3,087	2,494	4,447	Ferozepore Municipality.
13. Mooltán ...	4,144	2,447	5,250	13,111	24,952	10,784	15,620	2,072	340	5,239	7,969	4,080	...
14. Jhang ...	12,250	1,430	5,360	6,612	25,652	26,080	26,908	13,732	1,269	9,061	2,846	5,565	Jhang *cum* Maghiána and Chiniot Municipalities.
15. Montgomery...	360	1,405	1,277	1,178	4,220	4,212	1,762	360	591	811	...	346	Montgomery Municipality.
16. Lahore ...	17,577	2,615	6,704	30,046	56,942	36,661	32,706	17,577	1,117	6,247	7,765	4,412	
17. Amritsar ...	16,639	...	7,278	29,741	53,658	39,946	39,193	16,639	...	7,680	14,874	13,121	
18. Gurdáspur ...	12,385	4,265	8,057	7,218	32,825	27,850	27,228	12,324	2,848	5,460	6,596	5,377	
19. Siálkot ...	1,764	...	6,460	8,958	17,182	20,723	20,375	1,764	...	5,655	12,956	6,050	
20. Gujrát ...	5,653	3,516	2,800	2,752	14,721	11,229	10,790	5,653	717	4,257	163	661	Gujrát Municipality.
21. Gujránwála ...	3,929	1,670	3,204	9,266	18,069	16,555	12,754	3,929	...	2,658	6,167	5,117	...
22. Sháhpur ...	3,874	561	3,295	3,445	11,175	10,517	8,081	3,874	120	3,435	652	1,385	Bhera Municipality.
23. Jhelum ...	2,190	1,134	3,800	3,770	10,894	10,104	9,712	2,190	1,134	3,791	2,597	4,379	Jhelum and Pind Dádan Khan Municipalities.
24. Ráwulpindí ...	...	388	2,498	13,485	16,371	13,298	...	...	...		...	...	..
25. Hazára ...	1,921	570	1,440	1,902	5,833	5,810	3,206	1,921	351	1,019	—†85	432	Abbottábád Municipality.
26. Pesháwar ...	420	...	980	15,274	16,674	5,848	4,667	420	...	1,380	2,867	2,207	...
27. Kohát ...	2,461	...	1,000	1,575	5,036	3,584	4,104	2,461	...	*1,016	627	798	Kohát Municipality.
28. Bannú ...	...	2,350	238	3,559	6,147	4,762	...	...	...	...	...	...	
29. Dera Ismá'íl Khán.	180	1,020	1,279	5,227	7,706	6,386	3,950	180	...	1,247	2,523	2,056	
30. Dera Ghází Khán.	2,915	1,620	1,072	4,875	10,482	12,194	7,434	2,915	...	2,120	2,309	1,898	
31. Mazaffargarh...	300	2,392	470	1,676	4,838	4,378	2,220	300	1,808	538	74	62	
Total ...	1,60,528	57,630	1,06,792	2,82,837	6,07,787	4,64,957	3,90,738	1,59,877	24,213	1,04,682	1,[illegible]2,565	1,07,001	

* When the amount shown in column 12 is less than that shown in column 13, the names of the Municipalities where this is the case are noted in the column of remarks.

† The minus sign in column 12 denotes that the educational income of the Abbottabad Municipality exceeded its expenditure by Rs. 85.

Introduction and General Summary.

Expenditure on education from Municipal Funds.

Orders of Government on the subject of expenditure from Municipal Funds.

26. The table on page 11 is intended to show the extent to which Municipal Committees fulfil their educational obligations.

27. It has been laid down that each Municipal Committee shall, whenever it is required to do so by Government, provide such a minimum sum annually for expenditure on education, exclusive of charges for the construction and maintenance of buildings, as shall be equal to the total of—

(*a*) all grants made to the Committee by Government, and all contributions received from District Boards and Committees for the purpose;

(*b*) the annual income of the Committee from education fees; and

(*c*) ten per cent. of the annual income of the Municipal Fund, excluding education fees and grants from Government.

The first part of the table shows how far the expenditure on education for which provision is made in Municipal budgets falls short of that which may be required by Government.

Additional income of Municipalities from tuition fees.

28. Fixed grants are paid annually by the Accountant-General to most of the principal Municipalities to meet the expenditure formerly defrayed by Government monthly, in the case of certain schools, which were transferred to the management of Municipalities on the 1st April 1886. Since that date the income from fees now credited to Municipalities has very largely increased. A comparison in each case of the net expenditure incurred by Municipalities in 1885-86, on account of contributions to the schools in question, with the net expenditure incurred during the year under report, will show whether the additional income from fees has been spent on the extension of education, or utilised in the reduction of Municipal expenditure.

The second part of the table affords the figures for a comparison of the kind indicated for the whole Province.

How far the obligation with regard to expenditure on education is fulfilled by Municipalities.

29. The first part of the table shows, that the provision made in Municipal budgets for expenditure on education, falls short of the minimum amount that may be required by Government by about Rs. 1,43,000. If we deduct from column 7 (showing the gross provision for education) the sum of columns 2, 3, and 4 showing the amount of grants, contributions, and fees, we get the net expenditure for which provision was made in the budget amounting in round numbers to Rs. 1,40,000, or less than half the minimum net expenditure that may be required by Government as shown in column 5. There is a great diversity of practice. Some Municipalities are very liberal and spend more than they could be required to spend by Government; but in the case of others, including one or two of the richest in the Province, a very different spirit is shown.

Tendency on the part of Municipalities to reduce their educational expenditure.

30. In the case of schools that have been localised some Municipalities have made use of the increased income from fees to reduce their net expenditure, and in one or two exceptional cases the fixed grants from Government and other contributions, together with the fees now realised, actually exceed, though by a trifling amount, the gross expenditure. In other cases, however, Municipalities have largely increased their expenditure; and the result is, as will be seen from the table, that the reduction in the net expenditure amounts in the aggregate to less than Rs. 5,000.

Check on this tendency by the localisation of grants-in-aid.

31. The question of localising grants-in-aid now paid from Provincial Revenues is under consideration; and without going into particulars it may be mentioned that advantage will probably be taken of this opportunity to require Municipalities to increase their expenditure in cases where they do not properly fulfil their obligations at present. This measure, if carried into effect, will enable the Government, whilst effecting a considerable reduction of expenditure from Provincial Revenues, to assist District and Municipal Boards and Committees in special cases where this seems desirable.

Management of District Board schools in the Delhi Circle

32. The Inspector of the Delhi Circle states that the management exercised by District Boards and Committees depends very much on the attitude of the district authorities. When the latter take an interest in education and are ready with their advice and assistance, the requirements of the schools receive proper attention. In other cases schools are neglected, the demands of education are treated as subordinate to other requirements, attempts are made to evade the rules laid down to secure efficient teachers, and there is great delay in replying to references. Presidents and Vice-Presidents of Local Bodies seldom visit schools as they are empowered to do by the Code.

Management of Board schools in the Jullundur Circle.

33. The Inspector of the Jullundur Circle states that District Board schools are virtually managed by the Deputy Commissioner, who is President of that Board, through the District Inspector. The members of the Board are consulted on important educational questions; but they are unable, as a rule, to go into details, and practically matters are left to the President or Secretary to deal with as best he can. The native members are sometimes asked to select sites for school houses or to superintend their construction. Municipal Board schools are managed, it is said, by the Municipalities, aided in the case of Vernacular schools, by the advice of the District Inspector. In some few cases, however, the management is in the hands of the Deputy Commissioner or the Secretary of the District Board. On the whole, the management of the Municipal Committees is said to be satisfactory; though it is necessary constantly to remind them of their educational duties, and some trouble is experienced in the case of rural Municipalities, where the members are generally illiterate.

Management of Board Schools in the Lahore Circle.

34. The Inspector of the Lahore Circle remarks that the best managed schools are, as a rule, those where the Deputy Commissioner actively takes a part in advising and controlling the Local Bodies. He finds, however, that, on the whole, the management of schools by Local Bodies has shown signs of improvement.

Management of Board Schools in the Ráwalpindí Circle.

35. The Inspector of the Ráwalpindí Circle states that the interest taken by District Boards in their educational duties, though as yet not so great as could be desired, seems to be increasing every year, and he considers, that their management is, on the whole, satisfactory. They have, moreover, generally supplied furniture and school appliances where necessary, and have paid due attention to the recommendations of inspecting officers. The administration of schools by Municipalities is said to be much less satisfactory in this circle than that of District Boards, and the former are often very reluctant to provide the necessary appliances, even in cases where their expenditure has been reduced by the increase of school fees.

Management of Board Schools in the Deraját Circle.

36. The management of District and Municipal Board schools in the Deraját Circle is said to be in the hands of the

Chapter I. A. 37

Introduction and General Summary.

Deputy Commissioner who is *ex-officio* President of the Boards, or in some few cases of an officer entrusted by the Deputy Commissioner with this duty.

Private educational movements.

37. Amongst educational movements conducted by Natives the following are the most noteworthy:—

In the Delhi Circle a Society has been established at Rewárí by members of the Dhúsar caste, who have collected Rs. 5,000 by subscription for the establishment of a boarding-house, for the use chiefly of the sons of Dhúsars. The Boarding-house will be maintained in connexion with the Board High School at Rewárí.

In the Jullundur Circle the local committees of the Arya Samáj have been very successful in different places in collecting subscriptions for the Dayá Nand Anglo-Vedic College at Lahore. A counter movement has, however, been made by the orthodox party among the Hindús at Jullundur, who have opened a school with the view of teaching the Vedas in accordance with the commentaries, recognised by learned Brahmins of the old school. The unusual liberality displayed by the people of Jullundur in the offer of rewards and prizes to students attending the schools of the district has been brought to special notice. Several schools are maintained by local societies.

In the Lahore Circle the Anglo-Vedic School continues to make remarkable progress under the influence of the Arya Samáj, and a College Department has been added to it. The school under the Islámiya Society at Amritsar is making fair progress and a large Anglo-Vernacular School has been established by a retired Muhammadan merchant at Qasúr, and placed under the management of a Local Committee. Other Muhammadan movements also are recorded.

Other objects of special interest.

38. Amongst other objects of special interest, the Inspector of the Ráwalpindí Circle refers to the maintenance of public libraries in several districts, the institution of a cricket belt for competition amongst all the schools of the Gujránwála District, the gift of large playing fields to Secondary schools in the Siálkot District, the collection of a subscription in the same district for the formation of a fund from the interest of which prizes may be awarded to successful competitors in the various public examinations, and the sports tournament; a subscription raised in the Kohát District, with the view of adding a High Department to the Board School at head-quarters, and the liberal expenditure of Lála Jowála Sahús of the Sháhpur District on the Board School at Miyání.

Inspectress of Female Schools and the establishment of the Railway Technical School.

39. The two most important measures that have been introduced during the year are the appointment of an Inspectress of Female Schools, and the establishment of the Railway Technical School at Lahore, which is destined in my belief to exercise an important effect over the future development of the Province.

SECTION B—EDUCATION COMMISSION'S RECOMMENDATIONS.

Extent to which the recommendations of the Education Commission have been carried out.

40. Nearly all the recommendations of the Education Commission have been carried into effect, so far as the circumstances of the Province will allow. An important addition has been made, however, during the past year to the measures adopted in accordance with the recommendations of the Commission by the appointment, to which reference has been made in the preceding paragraph, of an Inspectress of Female Schools.

Chapter I. B. 41.

Education Commission's Recommendations.

Notice of the educational policy of the Punjab Government by the Government of India.

41. The Government of India, in a letter No. 298, dated 9th August 1888, acknowledged the desire shown by the Government of the Punjab to advance along the lines laid down by the Education Commission and confirmed by the Government of India and the Secretary of State. At the same time, however, attention was drawn to three instances as noted below of failure or delay to carry out certain recommendations of the Commission, *viz.*:—

(1) Objections that had been expressed to the policy of the free admission of low caste pupils to schools.

(2) Want of uniformity in the policy adopted with regard to the payment of fees by the children of cess-payers.

(3) The neglect of zanána agencies as a means of promoting female education.

Explanation given to the Government of India.

Admission of low caste pupils to schools.

42. With reference to the first point it was explained, that the Punjab Government desire children of low caste to be freely admitted to schools for general education supported from the public funds; and that their exclusion would not be tolerated, if cases of children wishing to attend, but not permitted, were brought to notice. Children of the sweeper caste are sometimes to be met with in Board schools, and children of a somewhat higher but distinctly low caste, are not uncommon. It is no doubt true, that parents of the higher castes do not like their children to associate with children of the lowest castes, and the children share this prejudice; so that the position in school of children of the lowest castes must be somewhat uncomfortable. His Honour the Lieutenant-Governor believes, however, that this feeling is less strong in the Punjab than in most parts of India, and that it is only one very small cause of the absence of children of the low castes in Punjab schools. The great cause lies, in His Honour's opinion, in the general absence of any desire for education amongst the parents of these castes, who are all very poor people, living as labourers, menial servants, or handicraftsmen of the humblest kind; and they fail with some reason to see the advantages of educating their children. This state of things may be expected to change gradually with changes in the arts and industries and the feelings of the people; but it is not easy to see what action Government could usefully take, nor is any strong necessity for such interference apparent in this Province.

Payment of fees by the children of cess-payers.

43. As regards the second point, it was lately the practice to admit agriculturists free in the Lower Primary department, but to charge half fees in the Upper Primary department of Vernacular schools. They are now, however, admitted free to the Upper department also. The remarks of the Government of India pointed to the desirability of levying some fee from agriculturists attending both departments. It was found, however, that the levy of fees at half rates from the children of agriculturists gave rise to very considerable discontent amongst the agricultural community; and in view of this feeling, and the great desirability of inducing agriculturists to avail themselves of the educational advantages offered to their children, His Honour the Lieutenant-Governor considered that it would be very inexpedient to insist on the levy of fees from the children of agriculturists attending Primary schools at present.

Zanána Agencies.

44. As regards zanána agencies, His Honour considered it undesirable to lay down any rules on the subject, or to attempt to bring Zanána Mission teaching within the scope of the rules for Aided Schools. It is difficult to judge of

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Education Commission's Recommendations

the value of such teaching, and there is considerable prejudice against it in some places. His Honour thought that it would probably succeed better on the whole, if it were entirely independent of State aid or countenance. It has been ruled, however, that if any Municipality or District Board or Committee should think it advisable to make in any form a grant from the public funds at its disposal, in support of zanána teaching in any particular locality, Government will be ready to consider favourably an application submitted by such Board or Committee as a special case. It has been further ruled that existing grants may be allowed to continue, subject to the condition that the teaching must be satisfactory; and each such grant will be treated as a special case.

CHAPTER II.

CONTROLLING AGENCIES.

	Para.		Para.
Superior controlling staff	45	District Inspectors	49
Inspection of Schools	46	Educational work of Tahsildárs ...	50
Inspectress of Female Schools	47	Educational Conferences	51—54
Increase of inspection work	48		

Superior controlling staff.

45. Mr. Harvey, Inspector of the Delhi Circle, and Mr. Thompson, Inspector of the Ráwalpindí Circle, have been absent on furlough during nearly all the year. Mr Lewis, Principal of the Lahore College, held charge of the Delhi Circle, from the 2nd April to the 5th August, when he was appointed to officiate as Director of Public Instruction, during my absence on three months' privilege leave. He was succeeded by Bábú Harí Singh, Assistant Inspector of the Lahore Circle, who officiated as Inspector of the Delhi Circle during the remainder of the year. Lála Piyáre Lál assumed charge of the Jullundur Circle on the 4th of April, on his transfer from Delhi, and held it until near the end of the year, when he obtained one month's privilege leave. Dr. Stulpnagel returned from furlough on the 19th November, and relieved Mr Haden-Cope, Principal of the Central Training College, who had officiated during his absence, as Inspector of the Lahore Circle and of European Schools. Lála Ságar Chand, Assistant Inspector of the Lahore Circle, officiated as Inspector of the Ráwalpindí Circle. Maulaví Yúsuf 'Alí held charge of the Deraját Circle, except during three months, when he was absent on privilege leave, and Munshí Umr-ud-dín, now Head Master of the Central Model School, officiated in his place.

Inspection of schools.

46 The inspection of schools was carried out by the Inspectors and their Assistants in a thorough and efficient manner, in accordance with the requirements of the Punjab Education Code. Parda schools and a few other Female schools were examined by Mrs. Steel, who has done so much for female education in this province.

Inspectress of Female schools.

47. Since the close of the year an Inspectress of Female schools has been appointed; and it has been decided that her jurisdiction shall extend to all the Municipal schools for girls in the Province.

Increase of inspection work.

48. The work of inspection has now become so heavy, that it is difficult for Inspectors to submit their reports on each district with promptitude, or to give proper attention to various matters relating to the work of District Inspectors and Local Bodies, such as the expenditure from District and Municipal Funds, the preparation of local statistics, and the conclusions to be drawn from them, and other questions into which full enquiry should be made on the spot Arrangements have been suggested by the Departmental Conference to remove this difficulty, and have met with the approval of His Honour the Lieutenant-Governor.

Chapter II. 49. Controlling Agencies. District Inspectors.

49. The work of District Inspectors has been, on the whole, satisfactory. The accounts of expenditure from Local Funds that they are required to keep up were not, however, in all cases accurate. This was due, in some instances, to want of care on their own part, in others to the failure of Local Bodies to supply them with accurate information. Proper notice has been taken of the matter, and it is not likely that there will be any cause for complaint in future.

Educational work of Tahsíldárs.

50. Specific rules have been promulgated by the Financial Commissioner, and embodied in the Punjab Education Code, as to the duties of Tahsíldárs with regard to school inspection, and the points to which they should direct their attention. These are not of a technical character, and can be profitably dealt with by the officers in question. Tahsíldárs are required to enter the results of their inspection in the school log-book, and to forward a copy of their remarks the same day to the Deputy Commissioner, who is, or should be, therefore, exactly informed of what they do. In their district reports Inspectors are required by the rules laid down in the Code to devote a paragraph to the work of Tahsíldárs in connexion with education. These reports are forwarded by the Inspector to the Director and by the Director, together with his own remarks, to the Commissioner and the Deputy Commissioner, when special attention is drawn to the work of Tahsíldárs, and more particularly to all cases, in which they have greatly neglected their educational duties, or shown unusual interest in the schools within their jurisdiction.

During the year, Tahsíldárs have been, on the whole, more regular in their visits to schools; and the visits of some of the younger and better educated amongst these officials, who naturally take more interest in the subject, have been productive of decided benefit. A large proportion of them, however, appear, notwithstanding the orders of Government, to look on these visits as something outside their regular duties; and I have been compelled to bring to the notice of Commissioners and Deputy Commissioners not a few cases, in which the rules on the subject have been almost entirely disregarded. On the other hand, it must, of course, be remembered that these officials have very hard work; and it is at least satisfactory to find that they appear to have paid more attention to educational matters during the year under report than in previous years.

General Educational Conference.

51. The fourth annual meeting of the General Educational Conference met at Lahore, on the 14th of May last, and the Conference continued its sittings until the 17th.

Subjects discussed by the General Conference.

52. The following matters were considered by the Conference :—

(1). The further extension of education amongst agriculturists.

(2). Failures in recent University Examinations and the measures to be taken in consequence.

(3). The expediency of moving the University to prescribe text-books in languages for the Entrance and Middle School Examinations.

(4). A petition made on behalf of students of girls' schools that female candidates may have the option of taking up a vernacular language in lieu of Arabic, Persian or Sanskirt as an optional subject for the Entrance Examination.

(5). The expediency of allowing students of Aided schools, who pass the Middle School or Entrance Examination in three out of the four compulsory subjects, to earn staff grants.

(6). The expediency of allowing students of Board schools to enter High Departments after examination by the Headmasters, without passing the Middle School Examination.

(7). The degradation of boys attending the third and fifth classes of Secondary schools to a lower class shortly before the Middle School and Entrance Examinations, with the view of avoiding the provision of Circular No. $2\frac{34}{305}$ of 1st December 1888, under which all boys who have completed the courses may appear at the examinations.

(8). The question of reckoning the attendances of boys who are engaged in a cricket match or are given leave to prepare for the Middle School and Entrance Examinations.

(9). The expediency of allowing a certain interval to elapse before further raising the rates of fees in Arts Colleges and Anglo-Vernacular Schools.

(10). The question of giving special grants equivalent to staff grants, or granting special certificates under Article 133 of the Code, to teachers who were employed in Primary Branch schools, before the introduction of the Code, in cases where such teachers, though not capable of holding charge of an Upper Primary School and ineligible for Junior Vernacular Certificates, are considered capable of teaching certain subjects in the Lower Primary Department, and it is thought advisable to retain their services.

(11). Measures for checking misrepresentation with regard to the age of candidates for scholarships.

Government orders on proceedings of the General Conference.

53. His Honour the Lieutenant-Governor has expressed his concurrence with the general conclusions arrived at by the Conference, whose recommendations have been accepted, in a few cases with some slight modifications, or referred to the Punjab University.

The Departmental Educational Conference.

54. The Departmental Conference held two sittings before the General Conference assembled, and one after it had been broken up. Many questions were discussed, and the decisions arrived at have been approved in almost all cases by His Honour the Lieutenant-Governor. They are calculated to facilitate the efficient working of the Department in various branches; but it is unnecessary to recapitulate them here.

UNIVERSITY EXAMINATIONS, 1888-89 AND 1887-88.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.
Calcutta First Arts	Candidates	17	15	2	...	...	1	...	1	...	...	...	...	17	16	1	...
	Passes ...	5	3	2	...	...	...	...	...	...	...	...	...	5	3	2	...
Punjab Intermediate (Arts).	Candidates	141	148	...	7	10	7	3	...	20	43	...	23	171	198	...	27
	Passes ...	39	40	...	1	7	...	7	...	...	4	...	4	46	44	2	...
Punjab Intermediate (Oriental).	Candidates	4	6	..	2	...	...	...	...	3	4	...	1	7	10	...	3
	Passes ...	3	4	...	1	...	...	...	...	2	3	...	1	5	7	...	2
Punjab B. A. ...	Candidates	44	45	...	1	1	...	1	...	11	7	4	...	56	52	4	0
	Passes ...	12*	27	...	15	...	...	...	...	2	1	1	...	14	28	...	14
Punjab B. O. L. ...	Candidates	2	3	...	1	...	...	...	...	2	2	...	...	4	5	...	1
	Passes ...	2	3	...	1	...	...	...	...	1	1	...	...	3	4	...	1
Punjab M. A. ...	Candidates	12	4	8	...	...	...	...	...	...	3	...	3	12	7	5	...
	Passes ...	2	...	2	...	...	...	...	...	...	1	...	1	2	1	1	...
Oriental Titles Examinations.																	
Sanskrit Examinations	Candidates	40	33	7	...	49	33	16	...	9	8	1	...	98	74	24	...
	Passes ...	20	17	3	...	36	22	14	...	5	6	...	1	61	45	16	...
Arabic Examinations	Candidates	16	20	...	4	18	14	4	...	4	4	...	...	38	38	...	...
	Passes ...	15	17	...	2	5	7	...	2	4	3	1	...	24	27	...	3
Persian Examinations	Candidates	10	14	...	4	60	52	8	...	7	10	...	3	77	76	1	...
	Passes ...	7	10	...	3	32	42	...	10	6	6	...	...	45	58	...	13
Gurmukhí Examinations.	Candidates	7	...	7	...	...	...	...	...	1	...	...	...	8	...	8	...
	Passes ...	4	...	4	...	...	...	...	...	1	...	...	...	5	...	5	...
Professional.																	
Law (Preliminary Examination).	Candidates	9	15	...	6	...	...	...	...	...	...	...	...	9	15	...	6
	Passes ...	7	13	...	6	...	...	..	...	...	...	...	...	7	3	...	6
Law (First Examination).	Candidates	22	5	17	...	...	...	...	...	...	...	...	...	22	5	17	...
	Passes ...	5	1	4	..	...	...	...	...	...	...	...	...	5	1	4	...
Law (Final Examination).	Candidates	10	9	1	...	...	...	...	...	...	36	...	36	10	45	...	35
	Passes ..	4	...	4	...	...	...	...	...	...	11	...	11	4	11	...	7
Medicine (First Examination).	Candidates	17	12	5	...	...	...	...	...	...	...	...	...	17	12	5	...
	Passes ...	12	4	8	...	...	...	...	...	...	...	...	...	12	4	8	...
Medicine (Final Examination).	Candidates	12	11	1	...	...	...	...	...	...	...	...	...	12	11	1	...
	Passes ...	10	8	2	...	...	...	...	...	...	...	...	...	10	8	2	...
Civil Engineering (First Examination)	Candidates	4	2	2	...	...	...	...	...	1	...	1	...	5	2	3	...
	Passes	2	...	2	...	...	...	...	...	...	...	...	...	2	...	2	...

* The University has issued a revised list in which the number of passes by the B. A. Standard has been doubled. The number shown in General Table VI was taken from the list first published.

CHAPTER III

UNIVERSITY EDUCATION.

	Paras.		Paras.
The Punjab University and its examinations	55—63	Lahore Mission College	77—80
Statistics of Arts Colleges (English)	64 69	Amritsar M. B. College and the D. A. V. College, Lahore	81 —84
Lahore Government College	70—72	Lahore Oriental College	85 92
St. Stephen's College, Delhi	73 76	Lahore Medical College	93—94

The University.

55. The eighth Convocation of the Punjab University was held on the 5th November 1888, when degrees and medals were conferred on successful students. Four meetings of the Senate were held during the course of the year.

University Examinations.

56. The table on the opposite page shows the results of University Examinations above the Entrance Examination, of the Oriental Titles Examinations, and of examinations in Law, Medicine and Engineering, with regard to candidates from Punjab colleges in British territory, candidates from other institutions, and private candidates.

Remarks as to the quality of the Arts Examinations.

57. It will be observed that the number of candidates for the B. A. Examination was rather larger than in the previous year, whilst the number of passes has been reduced by about one-half; though there is no reason to believe that there has been any deterioration in the attainments of the candidates. The results of the Intermediate Examination, though unsatisfactory, show, on the whole, a slight improvement. In all the Arts Examinations, however, the proportion of passes as compared with the number of candidates, is small.

The results of the First Arts Examination of the Calcutta University, for which 17 candidates presented themselves, were not much better as regards the percentage of passes than those of the Intermediate Examination; but this is natural, as the candidates had undergone no special preparation for the Calcutta examination, and had received no instruction in the prescribed text-books. For the Intermediate Examination of the Oriental Faculty and the B. O. L. Examination the number of candidates was very small, but the results were satisfactory. The candidates were not, however, examined in those papers which proved fatal to the majority of students who appeared at the examination on the Arts side.

Causes of failure in the Arts examinations.

58. The unsatisfactory results of the Arts Examinations of the Punjab University are mainly due to three causes: (1) fluctuations in the standard; (2) the fact that the paper in some particular subject is frequently outside the course or otherwise unsuitable; and (3) the comparatively high percentage of marks in each subject required to ensure a pass, especially for the Degree Examinations. The fact that an unusually high percentage of marks is required in every subject of course, increases the evil caused by fluctuations of standard, or by an unsuitable paper in any one of the subjects.

Remedies proposed.

59. Some efforts have been made by the University to deal with the first and second of the three causes of failure noted in the last paragraph. The whole question has, however, been exhaustively discussed by the recent Educational Conference, and certain specific proposals have been put forward. These have been fully set forth in a resolution recently published by the Punjab Government. The conclusions arrived at by the Conference have met with the general approval of His Honour the Lieutenant-Governor, and their recommendations have been forwarded to the University for consideration.

Chapter III. 60. University Education.

60. The views of the Punjab Government as to the high percentage of pass marks at present required by the University are set forth in the following extract from the resolution above referred to :—

Views of Government on the subject.

"The recommendations of the Conference, with regard to the measures that should be taken in consequence of the recent failures in University Examinations, are of great importance.

"The University Examinations are intended to serve a number of different purposes. These examinations are indeed—

(1). *Leaving examinations*, which should show that a student who has completed a given course, has acquired such proficiency in it as may be expected from a youth of ordinary ability who has been taught fairly well.

(2). *Entrance examinations*, which should show that a student has acquired a sufficient knowledge of the course through which he has passed to enable him to carry on his studies to a higher standard with advantage.

(3). *Examinations for instruction grants*, determining the amount that is to be awarded on the results system to aided schools.

(4). *Public Service Examinations*, indicating that a student has attained to the middle school standard, which is the minimum required in the case of all appointments carrying a salary of Rs. 15 per mensem and over, or that he has reached some higher standard, which will *cæteris paribus* give him a preferential claim for employment.

(5). *Scholarship examinations*, determining the award of all scholarships paid from public funds and most of those awarded from private sources.

"It is evident, therefore, that these examinations must exercise a very wide influence on the schools and colleges throughout the Province.

"It is evident, moreover, that if the examinations are made too difficult, they cannot show whether or not, a youth of average ability has been fairly well taught; and in this case they fail altogether to satisfy the objects set forth in (1), (2) and (3) above; and they fail also to afford to Government, the Education Department, and the public any reliable data on which to judge of the efficiency of public institutions, and the educational progress of the Punjab, as compared with other provinces, or even of the comparative merits of one institution in the Punjab as compared with another. If indeed the examinations are beyond the capacity of an ordinary student, they become positively injurious to the best interests of education; as they hold out the strongest inducement to the teacher to neglect the mass of students and devote himself to a few picked scholars.

"Regarded as a test for admission to the public service, moreover, it is most undesirable that the examinations should be so difficult as to exclude the student of ordinary capacity. For some appointments, no doubt, the main object is to obtain men of the highest intellectual powers; and in such cases perhaps a competitive examination may be the best test that can be applied. There are, however, many appointments in which all that is necessary or desirable is to make sure that the candidate has received a fairly good education of an elementary kind; and this being secured the selection should depend largely on other qualifications, besides those which enable a young man to shine in an examination.

"Even for the award of scholarships, an examination, which is unduly hard in each individual subject, is likely to be unsatisfactory; as it is quite possible that some of the ablest scholars may be disqualified by failure in one subject.

"For the same reason a high percentage of pass marks in each subject may cut short the career of many a student, who might attain the highest distinction in those branches for which he has a special talent.

"Now the Punjab University has fixed a higher percentage of pass marks in each subject than any other Indian University, the difference in the case of the higher examinations being enormous, whilst the standard of the question papers fluctuates in a manner which is unknown elsewhere.

"In fixing this high percentage the Senate, no doubt, adopted what seemed at the time to be the best course; and it was actuated apparently by the hope that such a measure would raise the standard of education throughout the Punjab. This hope has not been realized; the great majority of students fail in the examinations, and the examinations do not meet the objects with which they are held; whilst no advantage of any kind has been gained.

* * * * * *

"Under these circumstances the Educational Conference * * * recommend that the percentages of pass marks shall be so far lowered as :—

(*a*) to assimilate them to some extent to the standards adopted in other Indian Universities; and

(*b*) to enable proficient and well taught students to pass the examinations.

"His Honour the Lieutenant-Governor fully concurs in the principle here advocated. He considers it unreasonable and undesirable that the students in this Province, where education is of comparatively recent growth, should be expected to satisfy conditions, in order to obtain a mere pass, which are not exacted, and in all probability could not be fulfilled, by students in any other part of India. A place in the first division, however, in University examinations might, he thinks, be made difficult to attain and carry honours.

* * * * * *

"His Honour observes that should the recommendations of the Conference on this point be adopted, the percentages, except in the case of the Entrance Examination, will still be higher than those required by the University of Calcutta."

Oriental Titles Examinations.

61. In the Oriental Titles Examinations a falling off in the number of successful candidates in Persian and Arabic is counterbalanced by an equivalent increase in the number of passes in Sanskrit; and it will be noted also that there have been some successes in the Gurmukhí examinations, for which no candidates presented themselves in the preceding year.

Law Examinations.

62. In the Preliminary examination in Law there is a falling off both in the number of candidates and in the number of passes, though the proportion of successful candidates is high. In the "First" and "Final" examinations there is a considerable increase in the number of passes, though the proportion of passes as compared with the number of candidates is very low. In the Law Examinations, as in the Arts Examinations, the University demands a very high percentage of pass marks as compared with other Indian Universities. The Law Examinations, however, stand on an entirely different footing from the examinations in Arts; as they are not intended to serve the various purposes set forth in the extract given above from the resolution of Government on the proceedings of the Educational Conference.

Medical Examinations.

63. In Medicine there has been a considerable increase in the number of passes, more especially in the First examination.

Number of Arts Colleges.

64. There are now five Arts Colleges in the Province; the Lahore Government College, the American Presbyterian Mission Aided College in Lahore, the Cambridge Mission Aided College in Delhi, known as St. Stephen's College, and two new College departments opened during the year, one in connexion with the Municipal Board School in Amritsar, and the other, which is under private management, in connexion with the Dayá Nand Anglo-Vedic School in Lahore.

Number and distribution of scholars.

65. The following statement shows the number and distribution of scholars at the close of the year :—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1888-89.	1887-88.	Increase.	Decrease.
Number of institutions ...		5	3	2	
Intermediate Class	First year ..	99	89	10	
	Second year ..	138	141	..	3
B. A. Class	Third year ...	31	28	3	
	Fourth year ..	43	42	1	...
M. A. Class		11	5	6	...
Total ...		322	305	17	...

Chapter III. 66. University Education.

It is satisfactory to find that the number of students in the M. A. Class is more than double that of the previous year. In the first year class the increase has, perhaps, been less than might have been expected with two new colleges; but these institutions have drawn off students, who would in their absence have joined the older colleges.

Expenditure on Arts Colleges.

66. The statement given below shows the expenditure on establishments and contingencies in Arts Colleges.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1888-89.	1887 88.	Increase.	Decrease.
	Rs	Rs.	Rs.	Rs.
Provincial Revenues	47,473	45,177	2,296	..
District Funds	...	.	..	...
Municipal Funds	4,681	1,200	3,481	..
Fees	13,789	10,158	3,631	...
Subscriptions	12,762	7,381	5,381	...
Endowments and other sources	8,780	8,746	34	.
Total ...	87,485	72,662	14,823	..

The increased expenditure from Provincial Revenues is due to ordinary changes in the Government College staff, that from Municipal Funds is caused by the establishment of the Municipal College at Amritsar, whilst the increase under the head of subscriptions is due to the establishment of the Dayá Nand Anglo-Vedic College and the development of the Aided College at Lahore.

Scholarships in Arts Colleges.

67. The expenditure on scholarships and the number of open, Jubilee and other scholarships will be seen from the following table:—

STATEMENT OF SCHOLARSHIPS.

ARTS COLLEGES.

		1888 89.	1887 88	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	9,198	4,887	4,311	...
	District Funds	299	696		397
	Municipal Funds	683	2,169	...	1,486
	University Funds	3,333	3,299	34	
	Other sources	1,510	1,121	389	
	Total ...	15,023	12,172	2,851	...
Number of holders of	Government and University open scholarships.	59	62		3
	Jubilee scholarships	22	11	11	...
	Other scholarships ...	20	35		15
	Total ...	101	108		7

The additional expenditure under Provincial Revenues is due partly to the fact that certain scholarships due in 1887-88 were not passed till the present year, owing to an objection in the Accountant-General's office, and partly to the award of additional Jubilee scholarships, whilst those held during the previous year were still current. The reduction of expenditure from Municipal Funds is due to the fact that money previously expended on scholarships held at Lahore by students from Amritsar is now spent on the Amritsar Municipal College, whilst other Municipalities also have withdrawn scholarships which they formerly

awarded. The increase shown in the number of Jubilee scholarships is due to the fact that the scholarships are tenable for two years, and 1887-88 was the first year of tenure, whilst the other scholarships that have been reduced were mainly scholarships formerly given by Local Bodies.

Results of Arts Examinations.

68. The following table shows the results of the F. A. Examination of the Calcutta University and the Intermediate, B. A., and M. A. Examinations so far as candidates from Arts Colleges are concerned :—

RESULTS OF EXAMINATIONS.

		1888-89.	1887-88.	Increase.	Decrease.
F. A., Calcutta	Candidates ...	17	15	2	...
	Passes ...	5	3	2	...
Intermediate, Punjab ...	Candidates ...	140	140	...	...
	Passes ...	39	40	...	1
B. A., Calcutta	Candidates ...	...	...	...	...
	Passes ...	...	...	...	...
B. A., Punjab	Candidates ...	44	45	...	1
	Passes ...	*12	27	...	15
M. A., Calcutta	Candidates ...	...	...	...	...
	Passes ...	...	...	...	...
M. A., Punjab	Candidates ...	11	4	7	...
	Passes ...	2	...	2	...

* See note to Statement at the beginning of the chapter.

With regard to this table I have nothing to add to the remarks made above in paras. 56 to 59 as to the general results of the examinations in Arts.

Results of Arts Examinations in each subject.

69. The following statement shows the results in each subject :—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian	Mathematics, A. Course	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. & Intermediate Examinations.	Candidates ...	1888-89	140	19	20	115	140	..	130	68	1	63
		1887-88	139	14	25	113	138	...	117	14	1	51
		Increase	1	5	...	2	2	...	13	54	.	12
		Decrease	...	...	5	...	...	..	..	...	...	...
	Passes ...	1888-89	71	19	12	45	77	..	119	59	...	57
		1887-88	105	14	15	45	82	...	93	10	1	40
		Increase	..	5		...	...	...	26	49		17
		Decrease	34	...	3	...	5	...	..	...	1	...
B. A. Examination.	Candidates ...	1888-89	44	6	7	37	12	2	26	13	...	10
		1887-88	45	1	11	34	13	3	20	15	2	15
		Increase	...	5		3	...	...	6	..		...
		Decrease	1	...	4	...	1	1	...	2	2	5
	Passes ...	1888-89	15	5	5	35	9	1	19	13	...	6
		1887-88	30	1	8	30	10	1	17	10	2	15
		Increase	...	4	...	5	...	.	2	3	...	...
		Decrease	15	..	3	...	1	...	...	...	2	9
M. A. Examination.	Candidates ...	1888-89	7	...	...	...	1	...	2	..	...	1
		1887-88	2	..	...	...	1	..	..	...	...	1
		Increase	5	...	...	...	.	.	2	..	...	...
		Decrease	...	...	...	...	...	..	...	...	...	...
	Passes ...	1888-89	...	..	...	...	..	...	2	..	...	...
		1887-88	...	...	...	...	...	...	...	...	...	...
		Increase	...	...	...	...	...	...	2	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...

Chapter III. 70. University Education.

The most remarkable features in the above table are :—the large reduction in the passes in English by the Intermediate and B. A. Standards ; the fact that in Persian whilst 39 per cent. only have passed by the Intermediate Standard, 95 per cent. have been successful in the B. A. Examination ; and the remarkable success of candidates for the Intermediate and M. A. Examinations in Philosophy and the Intermediate and B. A. Examinations in History and Political Economy. In the B. A. Examination in English the results were in the first instance worse than would appear from the table ; but it seems that the Examiner subsequently made some additions to the marks that he awarded, and that the effect has been to double the number of passes. One of the papers for the Intermediate Examination in Persian appears to have been mainly outside the course, and in some other respects unsuitable.

LAHORE GOVERNMENT COLLEGE.

Report on the Lahore Government College.

70. The report on the Lahore Government College is given as Appendix A. There has been a reduction of 56 in the number of students, which has fallen from 193 to 137. A large reduction has taken place in the first and second year classes, and a small reduction in the third year class; but the latter is more than covered by an increase in the fourth year and the M. A. classes. The Municipal College at Amritsar is, of course, more convenient for residents of that town attending the first and second year classes ; and the Lahore Mission College and the Anglo-Vedic College afford the means of obtaining a cheaper education than can be had in the Government College. It may be hoped, however, that the provision of a good boarding-house, which is now under consideration, will greatly add to the attractions of the Government College, and that the higher classes, which have the advantage of being taught by a very superior staff of professors, will be always well filled.

Remarks as to numbers on the roll.

Results of examinations.

71. In the Intermediate Examination 37 per cent. of the candidates passed against 27 per cent. who were successful in the previous year. The failures were chiefly in Persian, in which subject, as already observed, one of the papers appears to have been somewhat unsuitable. In the B. A. Examination less than one-third of the candidates were successful against nearly two-thirds in the previous year. In this case, English was the fatal subject. In the pass list at first published, the names of seven candidates only were included ; but five more were added subsequently, the Examiner having, I understand, made some addition to the number of marks awarded. The results, however, of the B. A. Examination are very favourable to the Lahore Government College, as compared with St. Stephen's College, Delhi, where none of the candidates were successful. In the M. A. Examination two candidates took up Philosophy and both passed ; whilst nine, who went up in other subjects, were unsuccessful. The causes of failure in English, over and above the high percentage of marks required for each subject, are sufficiently explained by the Principal.

Arrangements for instruction in Oriental languages.

72. The students of the Government College attend the Oriental College for instruction in Persian, Arabic and Sanskrit, and Dr. Stein, the Principal of that Institution, devotes a large portion of his time to the instruction of the Government College students in the Sanskrit language.

ST. STEPHEN'S COLLEGE, DELHI.

Principal's report.

73. The report on St. Stephen's College, Delhi, with which I have been favoured by the Principal, is given as Appendix B.

Remarks.

74. There has been a reduction in the number of students, which has fallen from 47 to 40. The College has been very unfortunate in the results of the examinations. In the Intermediate Examination one student only was successful out of 13, the failures being chiefly in Mathematics. In this subject the Principal thinks the teaching was to some extent at fault. Few students took up Persian, which proved so disastrous in this examination to the Lahore students. For the B. A. Examination there were six candidates who all failed. The Principal remarks that one of these men was, in his opinion, the best that was ever sent up from the College; and he considers that the class was in no way inferior to that sent up three years ago, when six out of eight candidates were successful. The Delhi students are certainly not inferior to those of other parts of India in intellectual ability, and if a whole class of such students, taught by some of the best men that our English Universities can supply, fail in an examination, it may be inferred that the examination affords no criterion of the real merit of the candidates, and this is the conclusion arrived at by the Principal.

Character and conduct of students.

75. The report contains some interesting information regarding the general character and conduct of the students and their relations with the Professors.

Miscellaneous suggestions made by the Principal.

76. The Principal has made also several suggestions in the course of his report, which he will be requested to send up in a separate communication, as they cannot be conveniently discussed on the present occasion.

THE LAHORE MISSION COLLEGE.

Principal's Report.

77. The report on the Lahore Mission College, with which the Principal has been good enough to supply me, is printed as Appendix C.

Numbers on the roll.

78. The number of students attending this College has largely increased, having risen from 65 to 109.

Results of examinations.

79. In the Intermediate Examination one-fourth only of the candidates were successful, and one-fourth only passed in English, against 74 per cent. in the Government College. In Persian also the proportion of failures was much above that in the Government College, and the Principal states that some of the best students failed in this subject.* The Mission College, on the other hand, supplied the candidates who took the two highest places, in the Province, one of them being placed alone in the first division.

80. Hitherto the College has taught only to the Intermediate Standard, but a third year class containing seven students has now been formed, and candidates will be prepared for the B. A. Examination.

THE AMRITSAR MUNICIPAL BOARD COLLEGE AND THE DAYA NAND ANGLO-VEDIC COLLEGE AT LAHORE.

Inspector's report.

81. The Inspector's report on the Municipal College at Amritsar and the Dayá Nand Anglo-Vedic College in Lahore, which prepare students for the Intermediate Examination, is printed as Appendix D.

Numbers on the roll.

82. The two Colleges contained at the close of the year 36 students, of whom 21 were in the Municipal and 15 in the

* In most subjects the standard of the papers is intended to be about the same as those of the Calcutta University, though the percentage of pass marks is higher. In Persian, however, a much more extensive knowledge of the language is expected than is required by Calcutta, the pass marks are higher, and in the recent examination one of the papers was unsuitable. —*D. P. I.*

Chapter III. 83 University Education.

Anglo-Vedic College. They are closely connected with the Municipal Board High School at Amritsar and the Anglo-Vedic School.

The Amritsar M. B. College.

83. The Municipal College is maintained by the Municipality, and the cost is defrayed from Municipal funds and tuition fees. It has entailed very little expense on the Municipality, as the Head-Master and the Second Master of the Board School are employed in the College, in the capacity of Principal and Assistant Professor, whilst the school staff has been strengthened by the appointment of officers on lower salaries. Ten candidates presented themselves for the Intermediate Examination, and of these two passed in the third division. Of the unsuccessful candidates six failed in English and eight in Persian.

The Dayá Nand Anglo-Vedic College.

84. The Anglo-Vedic College is supported by subscriptions raised by the Arya Samáj, but the Principal and one of the Professors give their services gratuitously. It appears that 23 students have joined the College since March last, thus raising the total number borne on the rolls to 38. The College has not yet supplied candidates for the Intermediate Examination, the second year class having been formed since the close of the year under report. Eventually, I believe, it is intended to prepare students for University degrees.

THE ORIENTAL COLLEGE.

Principal's report.

85. A copy of the report submitted by the Principal of the Oriental College to the Committee, appointed by the University to superintend that institution, is printed as Appendix E. A few of the statements that accompanied the report have been omitted, as they contain details useful to the Committee, but not of sufficient general interest to warrant their publication.

Reorganization of he school and College Departments.

86. At the beginning of the year the school and college departments were both reorganised, in accordance with the recommendations of a Sub-Committee, that had been appointed to report on the subject. The Vaidya and Yúnání Medical classes have been transferred to the Medical College, and the Engineering class to the Mayo School of Industrial Art; the practice of allowing students nominally attending the Hindi classes to read for the Arts Examinations through the medium of English has been discontinued; and the number of stipendiary students has been reduced from 67 to 46. These measures have caused a reduction of 59 in the number of students attending the college department and of 11 in those attending the school. It is satisfactory to find that there has been, on the other hand, a small increase in the number of scholars, who are not in receipt of scholarships or stipends.

Courses followed by the scholars.

87. At the close of the year the college department contained 76 students and the school 46; and besides these all the students of the Government College attended for instruction in Arabic, Persian or Sanskrit. Of the 76 college students, nine are reading for degrees: *viz.*, two B.As. for the M. A. degree in Sanskrit and one for that in Arabic; one student who has passed the B. O. L. Examination for the degree of M. O. L. in Arabic, and five for the B. O. L. Examination through the medium of Urdú; five students are reading for the Intermediate Examination through the medium of Urdú; and the remaining 62 students are preparing for the Oriental Title Examinations in Arabic, Persian, Sanskrit and Gurmukhí. Under the new arrangements all students reading for the Oriental Title Examinations learn English. Of the 46 students in the Oriental School 13 were preparing for the Entrance Examination; nine through the medium of Urdú and four through the medium of Hindí; and the remaining 33

were reading for the lowest of the Title Examinations in Arabic, Persian, Sanskrit or Gurmukhí, and were at the same time learning English.

Functions performed by the College and school

88. It will be seen that the college and school now exercise three distinct functions: (1) they prepare students for the Intermediate and Degree Examinations on the Oriental side; (2) they prepare students for the Oriental Title Examinations, teaching at the same time the elements of English; and (3) they afford instruction in Oriental languages to students of the Government College, who are preparing for the Arts Examinations, and also to students who have passed the B. A. Examination, and are reading for the M. A. Examination in Arabic or Sanskrit.

Advantages of teaching English to Oriental students.

89. The advantages of teaching English to candidates for the Oriental Title Examinations are twofold. In the first place this arrangement will enable the students to become acquainted with modern methods of research and the results of modern criticism; and in the second it will supply teachers of Oriental languages better qualified than those now employed. At present we have the anomaly of candidates for the Arts Examinations, who are required to translate from an Oriental language into English and *vice versâ*, and even to answer in English questions on these languages set in English, though the instruction they have received at school and college has been imparted, wholly in most cases, through the medium of the Vernaculars, by Oriental teachers unacquainted with the English language.

Instruction of Government College classes by Dr. Stein.

90. During the past year, however, the first and second year classes of the Government College and the M. A. classes have had the advantage of being taught by Dr. Stein, the Principal of the Oriental College, whose lectures on Comparative Philology have been attended also by students of the M. A. class in English. Dr. Stein has devoted fourteen hours weekly to the instruction of these classes.

Expenditure.

91. Full details as to the expenditure on the maintenance of the school and college departments and on stipends and scholarships will be found in the Principal's report.

Results of examinations

92. It will be observed that the results of the various examinations have been highly satisfactory, and that the percentage of passes has risen from 47 to 68.

LAHORE MEDICAL COLLEGE AND SCHOOL.

Principal's report.

93. The report of the Principal of the Medical College is printed as Appendix F.

Remarks by the Inspector-General of Civil Hospitals on the Principal's report.

94. The following paragraph is from the pen of the Inspector-General of Civil Hospitals:—

"The most marked feature in the history of the Medical College and School during the year 1888-89 is the large increase that took place in the attendance.

"On the 31st March 1889, the number attending the College classes was 85, being an increase of 24 on the number in the classes on the 31st March 1888. The increase was made up of 14 Punjab free students, five male and one female Punjab scholarship-holders, three local fund scholarship-holders and one free female student.

"In the school the increase was still greater, there having been 35 more students on the 31st March 1889 than on the same date of 1888. The increase in the school consisted of 19 Military Medical pupils, nine local students, five free students, two Government female students, two free female students and one hakím; while there was a decrease of three local female students.

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"This increase of students is remarkable, inasmuch as it has taken place under circumstances which were calculated to have the opposite effect. As was pointed out in last report, the payment of fees, Rs. 2 a month, was for the first time made compulsory in the case of new students attending the College classes in 1887-88. And in the same year the rule came into force that no candidate was eligible for admission into the Military and Civil pupil classes of the school, who had not passed the Middle School Examination in English. The enforcement of the rule appeared at first to check, to a slight extent, the growth of the school, for the number fell from 143 in 1886-87 to 134 in 1887-88. But the effect was very slight and temporary. In the year under report the school more than recovered lost ground; and in the *current* year there has been an unprecedented number of new students, both in the college and school, no fewer than 56 having been admitted into the College and 65 into the school; so that on the 1st April last the numbers stood at 141 in the College and 234 in the school.

"It will be observed that at the close of the last winter session, there were four female students in the College and 15 in the school, while there were only two in the college and 14 in the school at the close of the winter session of 1887-88.

"Concurrently with the increase in the number of students admitted into the college and school, there has been a decided advance in their preliminary education. Before 1887-88, the highest qualification possessed by any of the candidates for admission into the college was their having passed the University Entrance Examination. In the year 1887-88, two were admitted who had passed the Intermediate Examination in Arts of the Calcutta University, while on 1st April 1889, eight candidates who had passed that examination, and one who had taken the degree of Bachelor of Arts were admitted into the College classes.

"And with regard to the students who enter the school, the Principal reports that while none are admitted into the Military or Civil Medical pupil class who have not passed the Anglo-Vernacular Middle School Examination, many of those who join the civil division have of late shown a good knowledge of English.

"The bare statement of these facts proves satisfactorily, in my opinion, the growing popularity of the Lahore Medical College and School, the spread of education among the people, and an increasing desire on the part of the rising generation to embrace the Medical profession as a career in life; and in respect of attendance, what is most satisfactory is the large increase in the number of *free students*, for it must be patent to most of them, at any rate to students who enter the College classes, that few of them can get appointments under Government, inasmuch as they know that Government guarantees to take into its service as Assistant Surgeons only the four best students who pass the final examination each year.

"There is, however, connected with the large increase of students attending the institution a question which demands serious consideration. Already the classes are so large that the Principal states: 'there is reason to fear that it will not be possible to teach them so thoroughly as has been done in former years.' This is a result which would be greatly to be deprecated. Efficient training must be considered an object of the first importance, but all who have practical experience of educational work know that it cannot be secured when the classes to be taught by one Professor or Lecturer are of such a size that he cannot frequently

test the progress made by individual students; and especially in regard to such subjects as Practical Anatomy and Practical Chemistry. Efficient instruction by one unassisted teacher is incompatible with the existence of very large classes.

"If the number of students, therefore, increase much beyond what it is at present, the teaching staff must be considerably strengthened. As has been pointed out by the Principal, it has already been considered necessary to apply for an additional Demonstrator in Anatomy. The application will be duly submitted for the orders of Government.

"It appears to me that, in view of the great increase of students, the present would be a fitting opportunity for considering the advisability of raising the educational tests qualifying for admission into the Medical College and School. Instead of the 'University Entrance,' the 'Intermediate Arts Examination' of the Punjab University, or the 'First Arts Examination' in other Indian Universities might be fixed as the lowest standard qualifying for admission into the college classes. I think it might also be considered whether the number of Government scholarships might not be reduced.

"With regard to the Medical School Department, it would not probably be advisable to raise the educational standard qualifying for admission in the case of female or hakímí students; but I agree with the Principal, whose opinion I have asked in regard to this matter, that the Entrance test for local students might be made the same as that for military and civil pupils, that is, that candidates must have passed the Anglo-Vernacular Middle School Examination. I have also little doubt that the time will soon come when a reduction can safely be made in the number of stipends paid by Government to civil medical pupils.

"The most unsatisfactory feature in the report is that a larger proportion of students failed to pass their examinations than in the previous year, both in the College and School. In the College Junior Examination, there were 12 candidates, of whom four only passed. In 1887-88, there were 16 candidates, of whom eight passed. In the Senior Examination, eight passed out of 11 candidates, and in 1887-88, 15 passed out of 20 candidates. In the school department, 20 out of 27 candidates passed, while in the previous year, 26 passed out of 28 candidates.

"From the statements appended to the Principal's report, it will be seen that the expenditure on establishment and contingencies during 1888-89 was Rs. 76,745, against Rs. 82,469 in the previous year. Of this amount, Rs. 70,965 was derived from Provincial Revenues, Rs 2,408 from Municipal Funds, Rs. 2,710 from endowments and other sources, Rs. 647 from fees, and Rs. 15 from subscriptions.

"The expenditure on scholarships and stipends was Rs. 22,283, or Rs. 560 in excess of that incurred in 1887-88. But it will be observed that there was a falling off in the amount contributed by Municipalities of Rs. 2,325, while the Government contribution was Rs. 3,125, in excess of that of the previous year."

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Anglo-Vernacular.				Vernacular.						
			Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Board Schools.	Oriental College School.	Unaided Schools.	Total.	Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.
Number of Schools.		1888-89	69	33	14	116	122	1	2	125	241	...	...
		1887-88 ...	65	30	16	111	125	1	1	127	238	..	..
		Increase ...	4	3	...	5	...	...	1	...	3	...	..
		Decrease ...	...	...	2	...	3	...	...	2	...	...	...
Number of Scholars.	*High stage* ...	1888-89 ...	654	619	145	1,418	15	46	...	61	1,479	1,451	194
		1887-88 ...	672	546	132	1,350	12	57		69	1,419	1,350	188
		Increase ...	...	73	13	68	3	...	...	.	60	101	6
		Decrease ...	18	...	...	...	...	11	.	8	...	...	...
	Middle stage	1888-89 ...	3,904	2,190	456	6,550	3,862	...	9	3,871	10,421	6,550	2,782
		1887-88 ...	3,617	1,868	386	5,871	3,552	...	7	3,559	9,430	5,864	2,685
		Increase ...	287	322	70	679	310	..	2	312	991	686	97
		Decrease ..	...	...	...	...	...	...	...	...	...	.	...
	Total Secondary stage.	1888-89 ...	4,558	2,809	601	7,968	3,877	46	9	3,932	11,900	8,001	2,976
		1887-88 ...	4,289	2,414	518	7,221	3,564	57	7	3,628	10,849	7,214	2,873
		Increase ...	269	395	83	747	313	...	2	304	1,051	787	103
		Decrease ...	...	...	...	...	...	11	..	...	..	..	...
	Upper Primary stage.	1888-89 ...	5,364	2,137	405	7,906	3,096	...	8	3,104	11,010	7,906	2,213
		1887-88 ...	5,301	1,921	471	7,693	3,161	.	7	3,168	10,861	7,678	2,363
		Increase ...	63	216	...	213	..	...	1	...	149	228	..
		Decrease ...	...	...	66	...	65	...	...	64	...	...	150
	Lower Primary stage.	1888-89 ...	6,869	3,369	907	11,145	10,451	..	61	10,512	21,657	1,233	4,687
		1887-88 ...	7,202	3,447	657	11,306	10,704	..	11	10,715	22,021	1,011	4,609
		Increase ...	...	...	250	..		...	50	...	.	222	78
		Decrease ...	333	78		161	253	...	...	203	364	...	...
	Total Primary stage.	1888-89 ...	12,233	5,506	1,312	19,051	13,547	...	69	13,616	32,667	9,139	6,900
		1887-88 ...	12,503	5,368	1,128	18,999	13,865		18	13,883	32,882	8,689	6,972
		Increase ...	..	138	184	52	..	...	51	...	...	450	...
		Decrease ...	270	...	...	.	318	...	..	267	215	...	72
	Grand Total	1888-89 ...	16,791	8,315	1,913	27,019	17,424	46	78	17,548	44,567	17,140	9,876
		1887-88 ...	16,792	7,782	1,646	26,220	17,429	57	25	17,511	43,731	15,903	9,845
		Increase ...	...	533	267	799	..	...	53	37	836	1,237	31
		Decrease ...	1	...	...	...	5	11	...	...	...	...	..

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

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SECTION A.—SECONDARY SCHOOLS.

Number of Secondary schools

95. The table on the opposite page shows the number and distribution of Secondary schools for natives, and of the scholars attending them, at the close of the year under report and of the previous year.

There were at the close of the year 241 schools for the secondary education of natives, being a very slight increase over the previous year. Rather less than half of these institutions were Anglo-Vernacular, and the remainder were Vernacular schools. Of the Anglo-Vernacular schools 38 were High schools. There are only two Vernacular High schools in the Province: the Oriental College School and the Municipal School at Tánda in the Hoshiárpur District.

Scholars in Secondary schools.

96. Secondary schools were attended in round numbers by 44,500 boys, of whom nearly 12,000, or considerably more than one-fourth, were in the Secondary stage, and the remainder in the Primary stage. Of those in the Secondary stage, two-thirds were in Anglo-Vernacular, and one-third in Vernacular schools.

A comparison of the statistics of the two years shows a small increase in the total number of scholars. In the Secondary department the increase has been considerable, amounting to about 10 per cent. on the numbers borne on the rolls.

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Secondary Schools.

Desire for higher education.

97. The desire for higher education is shown by the fact that, notwithstanding the increased rates of fees, there has been, on the whole, a substantial increase in the number of scholars, attending the Secondary department.

Expenditure on Secondary schools.

98. The distribution of expenditure during the last two years is shown in the following table:—

EXPENDITURE ON SECONDARY SCHOOLS FOR NATIVE BOYS.

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
ANGLO-VERNACULAR SCHOOLS.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board schools.	1888-89 ...	5,300	22,257	1,65,027	1,04,832	8,782	3,06,198
	1887-88 ...	6,723	19,703	1,70,337	86,474	9,845	2,93,082
	Increase ...	...	2,554	...	18,358	...	13,116
	Decrease ...	1,423	...	5,310	...	1,063	...
Aided schools ...	1888-89 ...	58,924	436	9,598	72,759	58,151	1,99,868
	1887-88 ...	58,297	760	7,292	48,470	52,408	1,67,227
	Increase ...	627	...	2,306	24,289	5,743	32,641
	Decrease ...	...	324	...	...	...	...
Unaided schools ...	1888-89 ..	...	...	...	7,158	17,150	24,308
	1887-88 ...	...	...	...	5,422	16,661	22,083
	Increase ...	...	...	...	1,736	489	2,225
	Decrease ...	...	...	...	...	...	...
Total Anglo-Vernacular schools.	1888-89 ...	64,224	22,693	1,74,625	1,84,749	84,083	5,30,374
	1887-88 ..	65,020	20,463	1,77,629	1,40,366	78,914	4,82,392
	Increase ..	...	2,230	...	44,383	5,169	47,982
	Decrease ...	796	...	3,004	...	...	...
VERNACULAR SCHOOLS.							
Board schools ...	1888-89 ...	...	60,040	21,199	26,262	1,459	1,08,960
	1887-88 ...	...	62,190	19,750	24,548	558	1,07,046
	Increase ...	...	...	1,449	1,714	901	1,914
	Decrease ...	...	2,150	...	...	...	...
Oriental College school.	1888-89 ...	1,264	124	256	26	2,425	4,095
	1887-88 ...	...	...	...	36	4,208	4,244
	Increase ...	1,264	124	256	...	...	...
	Decrease ...	...	...	...	10	1,783	149
Unaided schools ...	1888-89 ...	...	...	...	69	119	188
	1887-88 ...	...	...	...	...	116	116
	Increase ...	...	...	...	69	3	72
	Decrease ...	...	...	...	...	...	...
Total Vernacular schools.	1888-89 ...	1,264	60,164	21,455	26,357	4,003	1,13,243
	1887-88 ...	...	62,190	19,750	24,584	4,882	1,11,406
	Increase ...	1,264	...	1,705	1,773	...	1,837
	Decrease ...	...	2,026	...	...	879	...
Grand Total Anglo-Vernacular and Vernacular schools.	1888-89	65,488	82,857	1,96,080	2,11,106	88,086	6,43,617
	1887 88	65,020	82,653	1,97,379	1,64,950	83,796	5,93,798
	Increase ...	468	204	...	46,156	4,290	49,819
	Decrease ...	...	...	1,299	...	...	...

The expenditure amounted in round numbers to Rs. 6,44,000, being an increase of nearly Rs. 50,000 on that of the previous year. By far the larger part of this increase is covered by the additional income from tuition fees, and the balance by contributions from private sources. The expenditure from public funds shows no change of importance.

Cases of increase of expenditure.

99. The increased expenditure has been incurred partly on schools, of which the status was raised during 1887-88, so that the additional expenditure on their account extended over

a portion only of that year, partly on schools raised to a higher grade, and on those in which English has been introduced during the year under report, and partly on strengthening the school staff. The increase is mainly in the Lahore and Ráwalpindí Circles. It may be added that, on the whole, the increase of numbers in the Secondary department, to which additional funds have been chiefly devoted, is proportionately greater than the increase of expenditure, the former being, as already stated, about 10 per cent., and the latter about 8 per cent.

100. The following statement shows the number of scholarships held in Secondary schools for native boys and the expenditure on this account from different sources :—

Number of scholarship-holders and expenditure on their account.

SCHOLARSHIPS IN SECONDARY SCHOOLS FOR NATIVE BOYS.

		Number of				Expenditure on Scholarships from				
		Open scholarship-holders.	Jubilee scholarship-holders.	Other scholarship-holders.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Other sources.	Total.
Anglo-Vernacular Schools.										
Government and Board schools.	1888-89	423	127	474	1,024	1,783	20,380	6,961	544	29,668
	1887-88	344	88	624	1,056	1,900	20,074	6,811	737	29,522
	Increase	79	39	...	...	..	306	150	...	146
	Decrease	..	...	150	32	117	...	...	193	...
Aided schools ...	1888-89	150	46	100	296	1,393	5,709	1,904	9,511	18,517
	1887-88	120	28	70	218	969	3,976	1,547	6,085	12,577
	Increase	30	18	30	78	424	1,733	357	3,426	5,940
	Decrease	.	...	...	...	...	. .	...	...	...
Unaided schools	1888-89	1	1	22	24	27	69	...	463	559
	1887-88	..	...	*4	*4	...	...	...	603	603
	Increase	1	1	18	20	27	69	...	...	...
	Decrease	...	...	...	...	...	...	...	140	44
Total Anglo-Vernacular schools	1888-89	574	174	596	1,344	3,203	26,158	8,865	10,518	48,744
	1887-88	464	116	698	1,278	2,869	24,050	8,358	7,425	42,702
	Increase	110	58	...	66	334	2,108	507	3,093	6,042
	Decrease	...	...	102	..	. .	...	..	. .	...
Vernacular Schools.										
Board schools ...	1888-89	255	56	451	762	...	12,661	1,593	...	14,254
	1887-88	179	33	505	717	...	12,435	1,329	...	13,764
	Increase	76	23	...	45	...	226	264	...	490
	Decrease	...	...	54	...	..	...	...	...	...
Oriental College School.	1888-89	...	...	21	21	..	82	...	817	899
	1887-88	...	...	39	39	...	84	...	569	653
	Increase	...	...	...	...	...	..	...	248	246
	Decrease	...	...	18	18	...	2	...	...	...
Total Vernacular schools.	1888-89	255	56	472	783	.	12,743	1,593	817	15,153
	1887-88	179	33	544	756	...	12,519	1,329	569	14,417
	Increase	76	23	...	27	...	224	264	248	736
	Decrease	...	...	72	...	..	...	...	...	...
Grand Total ...	1888-89	829	230	*1,068	2,127*	3,203	38,901	10,458	11,335	63,897
	1887-88	643	149	1,242	2,034	2,869	36,569	9,687	7,994	57,119
	Increase	186	81	. .	93*	334	2,332	771	3,341	6,778
	Decrease	...	...	174	...	...	...	...	...	...

* The number of scholarship-holders as compared with expenditure appears small, because the Superintendent of the Christian Training School at Siálkot, in which Rs 488 were spent on scholarships, refused to give information as to the number of scholarship-holders. This school has been shown as a private institution in the returns for 1888-89.

Provision is made in the Punjab Education Code for 352 open High School scholarships and 739 open Middle School scholarships, or nearly 1,100 in all. These are awarded on uniform principles throughout the Province. The former are awarded on

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the results of the Middle School Examination, and are tenable for two years, and the latter on the results of the Upper Primary Examination, and are tenable for three years; the period being extended in each case in favour of students who pass the Examination in the vernacular, and subsequently take up the study of English. Jubilee scholarships are confined to Muhammadans. Eighty-eight High School Jubilee scholarships, or 44 annually, are provided by Government, and Middle School Jubilee scholarships are provided at the discretion of Local Bodies. Besides these, close scholarships, subject to various restrictions, which should, however, be such as do not conflict with the rules laid down by Government, are awarded by Local Bodies and by private persons or associations.

Increase in the number of Open and Jubilee scholarships.

101. The returns show a considerable increase in the number of open scholarships, which still, however, falls short of the number sanctioned, owing mainly to the fact that Open Middle School scholarships having been awarded for the first time in 1887, and being tenable for three years, not more than two-thirds of the whole number could be awarded during 1887 and 1888. Some scholarships, moreover, have not been taken up or have lapsed from other causes. This must always be the case; but it may be expected that the lapsed scholarships will be eventually balanced by those which may be held for extended periods, as explained in the previous paragraph. The increase in the number of Jubilee scholarships is due, partly to their recent establishment and the fact that, as in the case of open scholarships, the full number could not be awarded till the third year, and partly to the foundation of additional scholarships by Local Bodies.

Reduction in close scholarships.

102. The large reduction in the number of close scholarships of other kinds is due partly to the more strict application of the rules of the Code and the consequent withdrawal in some cases, of scholarships, which had been irregularly awarded by Local Bodies, and partly, no doubt, to the discontinuance, in some cases, of close Middle School scholarships, the place of which has been taken by open scholarships awarded under the new rules.

Increased expenditure on scholarships.

103. The increased expenditure from public funds is due to the increase that has taken place in the number of open and Jubilee scholarships. That shown under the head of "other sources" is mainly on account of scholarships held in the Aitchison College for Punjab Chiefs. These scholarships are paid from the interest of money invested, which was originally supplied to a large extent by Local Bodies.

Fees.

104 The returns show a very large increase in tuition fees. In Anglo-Vernacular Government and Board schools they now amount to considerably more than a third of the total expenditure. In aided Anglo-Vernacular schools the proportion is still larger; but this is due to the high fees levied in the Aitchison College for Punjab Chiefs, which is altogether an exceptional institution. In unaided Anglo-Vernacular schools, also, the fees amount to nearly one-third of the expenditure. In Vernacular Board schools the rates of fees are, of course, much lower, and the sons of agriculturists in the Primary department are exempted from payment. There has been, however, a satisfactory increase in the amount levied, which is now nearly one-fourth of the expenditure. The rates of fees were considerably raised in 1886-87, and it was then arranged, in accordance with a recommendation of the General Educational Conference, that in the case of Anglo-Vernacular schools, an annual increment should be made until the revised rates should be doubled. The third increment has effect this year; and it has now been determined on the recommendation of the Conference that sat in May last, that the fourth and fifth increments shall take place after intervals of two years.

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Secondary Schools.

Results of examinations.

105. The following statement shows the results for the last two years of the Entrance and Middle School Examinations :—

SECONDARY EDUCATION (NATIVE BOYS).—ABSTRACT STATEMENT OF RESULTS OF EXAMINATIONS.

		Entrance Examination.			Middle School Examination.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.							
Government and Board schools.	1888-89 ...	475	175	36·8	1,191	435	36·5
	1887-88 ...	418	124	29·7	972	487	50·1
	Increase ...	57	51	7·1	219		
	Decrease ..	..	...	...	...	52	13·6
Oriental College School.	1888-89 ...	1	...	...	...	...	...
	1887-88	3	1	33·3	4	1	25·0
	Increase ...	...	...	...	...	...	...
	Decrease ...	2	1	33·3	4	1	25·0
Aided schools ...	1888-89 ..	477	131	27·5	673	195	28·9
	1887-88	329	84	25·5	531	174	32·8
	Increase ...	148	47	2·0	142	21	...
	Decrease ...	...	...	...	...	...	3·9
Unaided schools ...	1888-89 ..	109	50	45·9	214	42	19·6
	1887-88 ...	96	34	35·4	142	47	33·1
	Increase ...	13	16	10·5	72	...	...
	Decrease ...	...	...	...	...	5	13·5
Total Anglo-Vernacular Examination.	1888-89 ...	1,062	356	33·5	*2,078	†672	32·3
	1887-88 ...	846	243	28·7	1,619	709	43·0
	Increase ...	216	113	4·8	459	...	..
	Decrease ...	...	...	...	...	37	10·7
Vernacular Examination.							
Board schools ...	1888-89 ...	11	1	9·1	1,118	468	41·9
	1887-88 ...	11	5	45·5	993	548	55·2
	Increase ...	...	...	...	125	...	...
	Decrease ...	...	4	36·4	...	80	13·3
Oriental College school	1888-89 ..*	4	2	50·0	3	1	33·3
	1887-88 ...	5	...	...	6	2	33·3
	Increase ..	...	2	50·0	...	...	...
	Decrease ...	1	...	...	3	1	...
Aided schools ...	1888-89 ...	...	...	...	3	2	66·6
	1887 88 ...	...	...	...	...	...	...
	Increase ...	...	...	...	3	2	66·6
	Decrease ...	...	...	...	...	..	...
Unaided schools ..	1888-89 ...	...	...	...	7	5	71·4
	1887-88 ...	...	...	...	.	...	...
	Increase ...	...	...	...	7	5	71·4
	Decrease ...	...	...	...	...	...	.
Total Vernacular Examination.	1888-89 ...	15	3	20 0	1,131	476	42·1
	1887-88 ..	16	5	31 2	999	550	55·1
	Increase ...	...	..	.	132	...	...
	Decrease ...	1	2	11·2	...	74	13·0
Grand Total Anglo-Vernacular and Vernacular Examinations.	1888-89 .	1,077	359	33·3	3,209	1,148	35·8
	1887-88 ...	862	248	28 8	2,618	1,259	47·5
	Increase ...	215	111	4·5	591	...	...
	Decrease ...	...	...	...	.	111	11·7

* Includes 205 candidates who went for English only.

† Includes 169 candidates who passed in English only.

The above statement shows a large increase in the number of candidates for the Entrance Examination and in the number who passed, and an increase also in the percentage of successful candidates, though these amounted to one-third only of the number who presented themselves. The percentage of successful candidates

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in the Anglo-Vernacular Examination was much higher in Board than in Aided schools. More than half the successful candidates from Unaided institutions were supplied by the Anglo-Vedic School at Lahore, which has again specially distinguished itself.

In the Middle School Examination the number of candidates increased, but there was a falling off in the number who passed. The failures this year are attributed mainly to an unsuitable paper in Arithmetic and Mensuration. Inspectors were requested to use freely the discretion granted to them of allowing boys, who failed in this examination, to obtain promotion to the High Department of Board schools.

Recommendations of the Conference regarding the Entrance and Middle Schools Examinations.

106. I have already referred in the third Chapter to the proposals made by the Educational Conference, with the view of placing these examinations on a reasonable and satisfactory footing.

Boarding-houses.

107. Some new boarding-houses have been set on foot during the year; most of the Secondary Board schools in the Province, more especially the Anglo-Vernacular schools, are provided with these institutions; and to many of the Aided schools also boarding-houses are attached. There are, however, a few large Anglo-Vernacular Board schools and a larger number of Vernacular schools, where no boarding-houses have been provided. Many of the boarding-houses are well managed, in accordance with the rules laid down in the Punjab Education Code, and provided with the establishments and the furniture which the Code requires. In some, however, the accommodation is insufficient; and there are not a few, where the arrangements for superintendence are inadequate, and the requirements of the Code, as to furniture and servants, have not been properly observed. All deficiencies are brought, through Deputy Commissioners, to the notice of Local Bodies at the time of the annual inspection and a gradual improvement is taking place.

Conduct and discipline of students.

108. The conduct of the boys is reported to have been generally very satisfactory; and they are, for the most part, well behaved and orderly in the school-room, and amenable to discipline. Very few cases of serious misconduct were reported; and these were followed by the expulsion or other serious punishment of the offenders. Some boys were detected in endeavouring to copy or to give assistance to others at the time of the examination. On the whole, there seems to be a steady improvement as regards good manners and discipline whilst under the immediate eye of the masters. Much is expected also from the annual increase in the number of teachers who have attended the Central Training College.

Out of school the behaviour of some of the boys, more especially those of the smaller schools, is considered by the Inspector of the Ráwalpindí Circle to be less satisfactory. He has reason to believe that the use of bad language is not uncommon; and the behaviour of some of the scholars who were present at the athletic tournament, held at Gujránwála, gave rise to unfavourable comment. The Inspector has taken measures to bring this matter prominently to the notice of all the teachers in the circle.

Moral training.

109. The question of moral training was discussed at great length by the Educational Conference that met in 1888, and various resolutions were adopted, that have received the approval of Government and have been embodied in the new edition of the Code. These will certainly be productive of great good; but much

must depend on the personal influence of teachers and inspecting officers, and much also on the moral atmosphere by which the boys are surrounded in their own homes.

As regards school instruction, the Conference agreed with the views previously expressed by the Text-Book Committee, that moral teaching could best be given in the Primary and Middle departments, by means of readers containing lessons of a distinctly moral tendency, and that in the High department, instruction of a similar character should be supplemented by the use of a moral text-book dealing more directly with the subject. Such a reader is now in course of compilation by a gentleman in every way highly competent to undertake the work. At present Lethbridge's Moral Reader is taught in Anglo-Vernacular Middle schools.

In any case it must rest with the teachers to make the best use both of the ordinary readers and of a moral text-book, as a means of ethical instruction. Inspecting officers are strictly enjoined to give special attention to such matters; and to satisfy themselves that the teaching and discipline of the schools are such as to exert a right influence on the manners, the conduct and the character of the scholars. This, of course, is right and proper, and, no doubt, does produce some effect; as bad manners, the absence of discipline, and misconduct amongst the scholars are likely to prove most injurious to the prospects of the teacher. In order to ensure success in the examinations, moreover, it is essential that discipline shall be maintained, and that the boys shall be made to understand what they read, whether on moral subjects or otherwise. There is, however, no strong inducement to teachers to strive for more than this. The number of passes in the public examinations presents a more tangible result than the effect produced on a boy's character by lessons on truthfulness and other virtues, and it is almost inevitable that moral training should, in most cases, hold a subordinate place to the cultivation of the intellect.

Desire of the native community on the subject of moral instruction.

110. There exists amongst the more thoughtful classes of the native community, including both native gentlemen of the old school and men who have received an English education, a strong desire that moral instruction should receive more attention than has been given to it in time past; and, no doubt, to a limited extent, it does and will receive more attention year by year. To produce any great result, however, it seems to me essential that it should be made advantageous to the teacher to bestow as much care on the moral development of his pupils as he gives to their preparation for the public examinations. The problem is a difficult one, but not necessarily insoluble; and, I believe, that something at least may be done to forward the object in view. In any case no harm can arise from a further discussion of the subject, and I propose, therefore, to submit it for the consideration of the next Conference.

Moral instruction in training institutions.

111. In training institutions the time, I am inclined to think, has now arrived when moral instruction might be treated with advantage as a separate branch of study and a separate subject of examination. Every candidate for a teacher's certificate is required to answer a paper of questions on school management and the art of teaching, and to give a lesson in the presence of the Inspector. He might be required in future to answer in addition a separate paper on the method of teaching as applied to ethics and to give a lesson on a moral subject. It would be out of place to say more, as regards this proposal, at present; but it might, I think, be considered by the Conference with advantage.

Chap. IV. A. 112.

Secondary Schools

Extracts from Inspectors' Reports regarding conduct of students.

112. The following extracts are from the Inspectors' reports :—

Delhi Circle.—"The conduct of the students has generally been very good, though a few instances of the use of unfair means by the candidates for the Middle School Examination were reported. I was particularly well pleased with the behaviour of the boys during my annual inspection of some of the Aided schools."

Jullundur Circle.—"The temptation to copy at examinations is very great; and boys in some schools have been found assisting or ready to assist each other at the examinations. This tendency requires careful vigilance on the part of the inspecting officers which, I am glad to be able to report, has been well exercised. It also requires careful checking on the part of the teachers, and in this also I have observed some improvement though not to the extent desired. In one case the teacher was found out in the attempt to throw dust into the eyes of the Inspector. He has been recommended for very severe punishment.

"The discipline in schools in all the districts shows considerable improvement, and it is expected that with the increase in the number of trained teachers it will improve still further. Moral instruction is conveyed through the medium of the lessons contained in the reading books in use in schools, and by what the teachers choose to impart orally, but it is not every teacher who does so. The sort of instruction which the teachers in our Normal Schools now receive and the discipline they are subjected to while under training will, it is hoped, make them more mindful of their duty in this direction.

"Moral class books have, no doubt, their use, and they sometimes exercise very good influence on the mind of the pupils, but without a good teacher to handle them, they can have very little effect. The Bible is taught in all the Mission Schools in the Province, but it cannot be stated that the morality of the boys of those schools is superior to that of boys taught in other schools. Much in this respect depends on good teachers and on good parents."

Lahore Circle.—"The conduct of students, so far as I had an opportunity of judging, was uniformly good. They are respectful to their teachers, orderly in the school-house and amenable to discipline. The idea of punctuality is perhaps not a strong point with the majority of natives, but I have little doubt that school discipline gradually inculcates in the minds of scholars this good quality, which proves, in after life, of the greatest service.

"The question of ethical instruction is one on which the greatest difference of opinion is expressed. Critics, however, agree in this point that it is necessary to introduce some kind of moral lessons in all schools. I have no doubt if a teacher explains the excellence of practical virtues, carefully dwelling upon each moral quality with earnest fervour, he will create an impression on the youthful mind which may possibly be followed by material results hereafter. And, I believe, teachers in Secondary schools do something towards fostering the ideas of right and pointing out what is reprehensible. I also think that the moral text-book which is being prepared by a member of our Department, who is an authority on this subject and is thoroughly acquainted with the needs of our native schools in respect of teaching morality in the class-room, will have the good effect of placing a proper guide in the hands of pupils and teachers alike, whereby they can, if they will, measure the quality of their actions as responsible agents. But there will always remain a practical difficulty in the fact that an English text-book will be construed, translated and analysed in a class-room, and that the moral lessons it contains will be to some extent pushed into the back ground. The fact must be borne in mind that what is taught by books will be always more or less an intellectual knowledge. The idea of morality is derived more from example than from books in every country and in every age. The boy, therefore, whether in India or in England, who is surrounded in his home by an atmosphere of deceit and untruthfulness, can hardly be expected to obtain much good from a lesson on the beauty of uprightness and truth ; nor can a lesson, say, on obedience

to parents become fruitful unless the parents possess the moral power to enforce obedience, and are just and fair in laying their injunctions upon their offspring. However, there are many points on which the teacher can both expatiate and insist, like cleanliness, order, punctuality, regularity and the like, and it is in these small, though important, matters that the example of the teacher has an immediate and great influence on the formation of the character of the student."

Ráwalpindí Circle.—"As regards respect to others, and the use of good language, these virtues do not, it appears to me, receive that degree of attention which their importance requires. No doubt boys are taught to get up when a visitor comes into the room; and as long, at any rate, as they are under the eye of the teacher, they are not allowed to use bad language. But this seems hardly enough, and in some schools the good of even this little is counteracted by the Masters using abusive language to their pupils. It is rarely that instances of this kind come under the notice of the Inspector; but they exist nevertheless, specially in the smaller Middle schools. The result is that the manners of our students are far from satisfactory, and this was clearly seen at the tournament held at Gujránwála last January, when the Deputy Commissioner of that District animadverted on the behaviour of the boys, and I thought it necessary to address all Deputy Commissioners in this circle, begging them to call the attention of Masters more pointedly to the subject of manners.

"When from the question of the cultivation of good manners, we come to that of morals, the provision in our schools seems still more inadequate. The rules of our schools certainly favour the formation of habits of punctuality and obedience, but there is little done in them to promote habits of truthfulness, honesty or justice in our dealings with others. There is no systematic instruction in the principles of morality given in our schools, and altogether, the question of the moral training of boys seems to be considered as of subordinate importance to that of their intellectual training.

"It is needless for me to say that the subject has been kept by me steadily in view in the course of my inspections. Where time permitted I have even been giving lectures to the students on the importance of improving their morals. But in this matter the Inspector is comparatively powerless; and everything depends upon the teachers. To assist them in the discharge of this part of their duties, especially in Primary schools, I would beg to suggest that a hand-book containing notes of lessons on moral subjects might be prepared. Such a book appears, from the report of the Education Commission that was recently appointed in England, to be used in the schools under the Birmingham School Board."

Deraját Circle.—"The conduct of the students during the year, so far as can be judged at the time of inspection, has, in general, been satisfactory. I have found them orderly and respectful in their demeanour while undergoing the examination. In some cases, especially in the Bannú District, boys were detected copying, and were excluded from the examination."

Advance of English as compared with Vernacular education.

113. As will be seen by a reference to the table at the beginning of this chapter more than 17,000 boys are taught English in the Secondary schools of the Province, being an increase of nearly 8 per cent. since the previous year. The increase is due mainly to the addition that has taken place to the numbers attending the Secondary and Upper Primary Departments of Board and Aided schools. Some boys of the Oriental College School also, and a few, apparently, in Vernacular Board schools have begun the study of English. In Board schools boys do not begin to read English till they have completed the Lower Primary course and passed the corresponding examination. In Aided schools there has been a tendency during the last few years to follow the same practice. There appears, however, to have been a considerable increase in the number of boys learning English in the Lower Department of Unaided schools.

Chap. IV. A., 113.

Secondary Schools.

Whilst the number of boys in Vernacular schools has remained almost stationary, there has been, as we have seen, a considerable increase in the number learning English. The strongest evidence, however, of the prevailing desire for an English education is afforded, of course, by the fact, that it has been found practicable to make such a very large increase in the rates of school fees. This has caused many boys to resort to Aided and Unaided schools in preference to Board schools, and it is reported that instances are not wanting in which the children of poor parents have left school to continue the study of English privately with a friend. The places of boys who have left Board schools have been taken, however, by others, who are better able to pay for their education.

Introduction of English into Vernacular schools.

114. Local Bodies are not permitted under the provisions of the Code to raise a school of any kind to a higher grade or to introduce the study of English into a Vernacular School unless certain conditions are fulfilled. One of these conditions is that at least a third of the total expenditure must, in the case of Anglo-Vernacular schools, be provided from private sources, including school fees. Others relate to the provision of proper accommodation and suitable furniture and appliances, and to a guarantee as to the number of boys who are ready to learn English or to enter a higher school department. These rules are of a very salutary character; but they have the effect of checking, at least temporarily, the multiplication of Anglo-Vernacular schools. It appears, however, that measures are in progress in various parts of the Province to convert Vernacular Middle schools into Anglo-Vernacular schools, and Anglo-Vernacular Middle schools into High schools, and even in the frontier stations of Dera Ghází Khán and Kohát subscriptions have been raised to add High departments to the existing Middle schools. It may be added, with regard to that part of the country, that the Assistant Inspector in charge of the Deraját Circle draws special attention to an increase of nearly 15 per cent. of the scholars in the Secondary stage as an "evidence of the growing popularity of English education among the semi-barbarous people of this frontier circle."

General progress

115. The general progress of Secondary education during the year has been good. The number of scholars above the Primary stage has increased considerably, and there has been a very large addition to the income from school fees; more attention has been given to physical education, and discipline has much improved, whilst the conduct of the students has been in most cases highly satisfactory.

SECTION B.—PRIMARY SCHOOLS.

Primary schools and scholars.

116. The table on the opposite page shows the number and distribution of Primary schools for natives, and of the boys attending them, at the close of the year under report and of the previous year.

Board schools.

117. There has been an increase of nearly 4 per cent. in the number of Board schools and nearly 9 per cent. in the number of scholars attending them. The increase has been chiefly amongst agriculturists; but there has been a considerable addition to the number of non-agriculturists also.* Nearly five-sixths of the new schools are Zamíndárí schools established specially to meet the requirements of agriculturists.

PRIMARY SCHOOLS FOR NATIVE BOYS. DISTRIBUTION OF SCHOOLS AND SCHOLARS.

Chap. IV. B., 118. Primary Schools.

		Number of schools.	Number of Scholars.			Number of agriculturists.
			Upper Primary stage.	Lower Primary stage.	Total.	
Government and Board schools	1888-89 ...	1,575	12,039	67,000	79,039	42,445
	1887-88 ...	1,518	11,078	61,541	72,619	38,512
	Increase ...	57	961	5,459	6,420	3,933
	Decrease ...	...	...	...	...	...
Aided schools	1888-89 ...	71	306	3,825	4,131	418
	1887-88 ...	95	333	4,283	4,616	351
	Increase ...	...	...	...	...	67
	Decrease ...	24	27	458	485	...
Unaided schools	1888-89 ...	124	145	2,477	2,622	1,185
	1887-88 ...	42	137	924	1,061	431
	Increase ...	82	8	1,553	1,561	754
	Decrease ..	...	...	...	...	...
Total ...	1888-89 ...	1,770	12,490	73,302	85,792	44,048
	1887-88 ...	1,655	11,548	66,748	78,296	39,294
	Increase ...	115	942	6,554	7,496	4,754
	Decrease ...	...	...	...	...	...
Zamíndárí Board schools included in the above.	1888-89 ...	127	190	4,285	4,475	3,053
	1887-88 ...	80	45	2,650	2,695	1,762
	Increase ...	47	145	1,635	1,780	1,291
	Decrease ...	...	...	...	...	...
Number of scholars in Primary schools and Primary departments of Secondary schools.	1888-89 ...	...	23,500	94,959	1,18,459	53,070
	1887-88 ...	...	22,409	88,769	1,11,178	46,266
	Increase ...	...	1,091	6,190	7,281	6,804
	Decrease ...	...	...	...	...	...

118. Aided schools are comparatively few in number. They consist chiefly of branches of Secondary schools, but there are some others. It will be noticed that there has been a reduction in the number of these schools. This is due partly to the fact that a few branch schools and others, which were not in a flourishing condition, have been abolished, and partly to the conversion of some of the Aided Primary schools maintained chiefly for low caste boys into "Private schools." The latter no longer prepare boys for the Upper and Lower Primary Examinations, which are the recognised public standards, the Managers having availed themselves of the option allowed them of sending up the boys for examination by the special standards prescribed for Indigenous schools, and receiving grants under the rules contained in Chapter III of the Punjab Education Code, which are applicable to such institutions. Aided schools.

119. It may be mentioned here that the number of Indigenous and other Elementary schools receiving grants under the rules referred to in the preceding para. has risen during the year from 137 to 209, and the number of boys attending them from 3,795 to 7,130. Indigenous schools.

120. The table shows a considerable increase in the number of Unaided schools and a comparatively small increase in the number of scholars. The former is due almost entirely to the inclusion, in the returns, of certain elementary Mission schools for agriculturists or for low caste boys maintained in the Siálkot District. It is doubtful whether these schools are really capable of sending up boys for the Primary Examinations, and whether, therefore, they should have been included by the Inspector in these returns. In Unaided schools.

Chap. IV. B., 120. Primary Schools.

any case they would probably do better if they were to prepare boys for the special standards for Indigenous schools, or for those which will in future be applied, in accordance with the recommendations of the Educational Conference, to Zamíndárí schools. The Inspector has been addressed on this subject.

Total number of boys in the Primary stage.

121. It will be observed that, taking into consideration the number of boys on the rolls of Primary schools and the Primary departments of Secondary schools, there were altogether 118,500 boys in the Primary stages of instruction, of whom about one-fifth were in the Upper Primary and four-fifths in the Lower Primary stage. Besides these there were, as already stated, about 7,000 boys in Indigenous and other Elementary schools, which receive grants-in-aid and present candidates for the special standards above referred to; so that the total number of boys attending Primary and Indigenous schools under the influence of the Department amounts to about 125,500.

Expenditure on Primary schools.

122. The following table shows the expenditure on Primary schools:—

EXPENDITURE ON PRIMARY SCHOOLS FOR NATIVE BOYS.

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board schools.	1888-89	4,350	2,55,653	34,101	35,084	1,691	3,30,879
	1887-88	4,718	2,36,582	30,595	35,228	1,890	3,09,013
	Increase	...	19,071	3,506	...	...	21,866
	Decrease	368	...	...	144	199	...
Aided schools ...	1888-89	7,935	915	972	5,051	9,711	24,584
	1887-88	9,319	1,236	968	5,398	10,019	26,940
	Increase	...	...	4	...	...	...
	Decrease	1,384	321	...	347	308	2,356
Unaided schools ...	1888-89	...	...	...	530	12,330	12,860
	1887-88	...	...	...	425	7,019	7,444
	Increase	...	...	...	105	5,311	5,416
	Decrease	...	...	...	...	...	...
Total ...	1888-89	12,285	2,56,568	35,073	40,665	23,732	3,68,323
	1887-88	14,037	2,37,818	31,563	41,051	18,928	3,43,397
	Increase	...	18,750	3,510	...	4,804	24,926
	Decrease	1,752	...	...	386	...	...
Scholarships ..	1888-89	...	11	...	...	627	638
	1887-88	...	246	64	...	134	444
	Increase	...	...	...	...	493	194
	Decrease	...	235	64	...	...	...

It is satisfactory to find that District Boards and Committees have increased their expenditure on Primary schools by about Rs. 19,000, exclusive of extraordinary expenditure on furniture, &c., which is shown under the head of indirect expenditure. The additional funds have been spent partly on new schools established during the year under report, partly on new schools established in the preceding year the cost of which was incurred for a portion only of that year, and partly in strengthening the staff of old schools.

Chap. IV. B., 123. Primary Schools. Fees.

123. The income from school fees in Board schools shows no material change. The abolition of the rule, under which agriculturists were required to pay half fees in the Upper Primary Department, has caused a reduction, which is nearly balanced by the increase due to the admission of an additional number of non-agriculturists to the Primary schools.

Results of Primary examinations.

124. The following statement shows the results of the Upper and Lower Primary Examinations for Primary schools and the Primary departments of Secondary schools. The results are satisfactory, showing an increase of 10 per cent. in the number of candidates successful in the former examination, and of 5 per cent. in the number successful in the latter, whilst the proportion of passes to the number of boys examined is slightly higher than in the previous year :—

PRIMARY EDUCATION (NATIVE BOYS)—ABSTRACT STATEMENT OF RESULTS OF EXAMINATIONS.

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Government and Board schools	1888-89	8,379	5,756	68·7
	1887-88	7,630	5,271	69 1
	Increase	749	485	..
	Decrease	..	..	·4
Aided schools	1888-89	1,057	714	67·5
	1887-88	947	592	62·5
	Increase	110	122	5·0
	Decrease	...		
Unaided schools	1888-89	59	40	67·8
	1887 88	73	41	56·2
	Increase			11·6
	Decrease	14	1	...
Total	1888-89	9,495	6,510	68·6
	1887-88	8.650	5,904	68·3
	Increase	845	606	·3
	Decrease	...	...	...
Lower Primary Examination.				
Government and Board schools	1888-89	14,225	10,263	72·1
	1887-88	13,746	9,774	71 1
	Increase	479	489	1·0
	Decrease	..		
Aided schools	1888-89	1,359	939	69·1
	1887-88	1,227	868	70·7
	Increase	132	71	...
	Decrease			1·6
Unaided schools	1888-89	80	41	51·2
	1887 88	101	81	80·2
	Increase			
	Decrease	21	40	29·0
Total	1888-89	15,664	11,243	71·8
	1887-88	15,074	10,723	71 1
	Increase	590	520	
	Decrease		..	...

Zamíndárí schools.

125. The table given at the beginning of this section shows that there were at the close of the year 127 Zamíndárí schools with nearly 4,500 scholars. There had been a large increase in the number of schools, whilst the increase in the number of scholars was proportionately much greater. It appears that whilst the percentage of agriculturists in Government and Board Primary schools is 53, it is 61 in District Board Primary schools and 68 in Zamíndárí schools; and that though the proportion of agriculturists in Zamíndárí schools is higher than that found in other schools, the boys belong, for the most part, to the same classes that are found in ordinary District Board schools.

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Primary Schools.

Subjects taught in Zamíndárí schools.

126. In the Zamíndárí schools, as at present constituted, the studies in the Lower Primary Department are the same as in ordinary Primary schools; and it had been arranged, in accordance with a scheme recommended by the Committee on Technical Education, that surveying, village accounts and patwárí's work should be taught in the Upper Primary Department, besides Mensuration and the Agricultural Primer, which are taught in all Upper Primary schools. It has now been determined, on the recommendation of the recent Educational Conference, to organize these schools on a new footing. They will be placed on the half time system, each boy being expected to attend one school meeting either in the morning or in the evening; they are to be closed during the time of harvest; and the instruction is to be confined to elementary reading and writing and to arithmetic by native methods.

Further extension of Primary education amongst agriculturists.

127. At least one Board Zamíndárí School is to be maintained in each tahsíl, and the number of schools is to be extended as the demand for them is found to increase.

It is hoped that, in addition to the Board Zamíndárí schools, schools of the same type will be maintained under private management; and to encourage their establishment, special rules for grants-in-aid on a liberal scale have been drawn up.

As a further inducement for the extension of education amongst the agricultural classes, it has been decided by Government that the instruction grants that may be earned under Chapter III of the Punjab Education Code by children attending Indigenous and other Elementary schools shall be raised in the case of the sons of peasant proprietors, tenants, and farm labourers, who work in the fields.

Conduct and discipline of students.

128. The conduct of the scholars attending Primary schools is reported to have been satisfactory. They are generally well behaved and amenable to discipline; and at the time of inspection, clean in their persons and neatly dressed, though this is not always the case at other times. The remarks on this subject and on moral instruction that are contained in paras. 108 to 112 of the preceding section on Secondary education apply generally to Primary schools.

General progress of Primary education.

129. Primary education has made satisfactory progress during the year. There has been a substantial increase in the number of scholars under instruction, more especially amongst the children of agriculturists; District Boards have largely raised their expenditure on the maintenance of the schools, and have in many cases done much towards the better provision of furniture and appliances; the number of Zamíndárí schools has greatly increased, whilst the number of scholars has risen in a much higher proportion, and the results of the public examinations show a large addition to the number of successful candidates, more especially in the Upper Primary Standard.

SECTION C.—GENERAL QUESTIONS.

General character of instruction.

130. The general character of the instruction imparted in schools of all kinds tends to improve from year to year; and inspecting officers are fully alive to the defects that still exist. The most common faults are described at length by several of the Inspectors. Amongst these may be noticed a want of intelligence in teaching History, Geography, Elementary Science, and Object lessons; insufficient attention, especially in the early stages, to translation from the Vernacular into English and Persian; and a neglect in many cases of those subjects which, though taught in all Board schools, are classed as "optional" for the various public examinations.

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General Questions.

Instruction in "optional subjects."

131. The tendency to neglect "optional subjects" is sufficiently guarded against in Aided schools by the system of instruction grants; and the award of scholarships, in accordance with the aggregate number of marks obtained in the Upper Primary and the higher examinations, is a strong inducement to the cleverer boys in Board, as well as in Aided schools, to pay proper attention to the optional subjects prescribed for these examinations. This inducement does not apply, however, to candidates for the examinations in question, who have no hope of winning scholarships, or to any of the candidates for the Lower Primary Examination. Probably a system of small rewards to teachers of Board schools, who show the best results in the optional subjects, at least in the Primary Examinations, would meet the difficulty; but I propose to place the question before the next Departmental Conference.

Other defects in teaching.

132. The correction of other defects must be carried out gradually. Much depends on the supply of trained teachers, much also on the influence of inspecting officers, and much on the character of the text-books. As regards the supply of improved text-books, a great deal has been effected of late years; but the new arrangements for the organisation of the Text-Book Committee will afford the means of carrying on the work on a larger scale and with much greater celerity.

Improvements due to the employment of trained teachers.

133. The employment in Secondary schools of teachers supplied by the Central Training College is generally followed by considerable improvement in the instruction imparted in History, Geography and Elementary Science, and also in school management and discipline. Such men are usually successful in rendering a school more interesting and attractive by the introduction of Object lessons in the Primary Department. As might be expected, Primary schools also, under the charge of teachers of some experience, who have been trained in the Normal schools, generally show results far superior to those obtained in schools under men brought up under the old system.

General character of trained teachers.

134. It is sometimes found that teachers from the Central Training College assume a somewhat insubordinate attitude towards Head Masters who have not enjoyed the same advantages. That this should happen occasionally is inevitable under the circumstances; but happily such cases appear to be of rare occurrence. Sometimes trained teachers lose after a time the spirit that animated them when under training, and acquire the habit of performing their duties in a perfunctory manner. The rules under which a Teacher's Certificate can be made permanent only after service with credit for a definite period, the remarks endorsed on the certificate at the time of the annual inspection, and other regulations of a similar character, tend, however, to keep the trained teacher up to his work. Further measures for the introduction of arrangements of a different description, such as tend in England to bring teachers together, to encourage amongst them general reading and the study of their profession, and to prevent stagnation, are no doubt desirable, and are, or soon will be, in my opinion, quite feasible. In England, however, much is done in this direction by the teachers themselves, whilst here everything must be initiated from outside; whilst it is difficult for those, who are competent to act in the matter, to meet more urgent demands on their time.

Deficiency of trained teachers.

135. Notwithstanding all that has been done during the last few years to increase the supply of trained teachers, it is a general complaint that the supply is still unequal to the demand,

Chap. IV. C., 135. General Questions.

which has risen greatly. This, however, is a question which can be treated more conveniently in the ensuing chapter.

Physical training.

136. Proposals were made by the General Educational Conference, which met in April 1888, for the introduction of a systematic scheme of physical education throughout the Province. These proposals met with the general approval of His Honour the Lieutenant-Governor, and will be fully carried into effect, as soon as a manual containing the necessary detailed instructions on the subject can be provided. The Text-Book Committee has been requested to arrange for the preparation of such a manual, which will, I trust, be shortly taken in hand. Though the general scheme has not yet been introduced, considerable progress has been made during the year in the extension and improvement of physical training; and the lines laid down in the scheme referred to have been largely followed. The extracts given below from the reports of the Inspectors will show what has been accomplished in this direction:—

Extracts from Inspectors' Reports on the subject.

Delhi Circle.—"Increased attention, on the whole, is being paid to the physical education of the boys, and itinerant gymnastic instructors are employed in all the districts except Karnál and Delhi, where sufficient provision has not yet been made to supply the ordinary apparatus even to all the Middle schools. But in no other district in the circle have measures been taken so promptly as in Gurgáon to give effect to the wishes of the Government in the promotion of physical education. An athletic tournament was held under the auspices of the Deputy Commissioner in connection with the new year's festivities at Rewárí, at which I had the pleasure to be present, and in which boys from the neighbouring districts of Delhi, Rohtak and Hissár joined at the invitation of Mr. Maconachie, who directed all the arrangements and gave at his own expense a shield and a pennon, value Rs. 200, to the winning team. It is intended to hold similar meetings in future years on a larger scale at the head-quarters of the Circle, where boys from all the districts, except Simla, might be assembled."

Jullundur Circle.—"The arrangements made for physical training in schools in the Ludhiána District continue to be the best in the Circle, and I may say in the Province. Every school in that district, Secondary or Primary, has been supplied with simple gymnastic apparatus, and each has its own instructor, those employed in Secondary schools being more skilful. Native games such as *kabaddí* (prisoners' base), *ghorí tappa* (leap frog), *chíl jhapatta* (boys' round game), &c., are played very eagerly. Elementary military drill has been introduced during the year, and is making satisfactory progress. In one of the Primary schools it is taught by a retired Havildár, who takes very great interest in the institution and in what is done there in the matter of physical training. Suitable play grounds have been provided for Secondary schools and for the Primary schools, where they could be easily secured. Cricket is played with enthusiasm by the boys of the Municipal Board School, Ludhiána, and provision has been made in the budget for the current year to supply gear to the school at Jagráon. To supervise these operations and to give directions to school instructors, there is an Inspector of gymnastics who goes round to all the schools. Physical instruction in Aided schools in the district, I regret to say, receives no attention.

"Physical training in the Jullundur District also is making satisfactory progress. There are now two gymnastic instructors in the district against one last year. Of these, the principal man goes round to all the Secondary schools, and the new man has recently been entertained for the Municipal Board School, Jullundur, exclusively. In two of the Vernacular Secondary schools in the district, there are teachers who hold certificates of fitness to teach gymnastics in Secondary schools, and who are employed there as such, but without any extra payment as yet. Elementary military drill has been introduced into all the Primary schools in charge of teachers recently supplied by the Normal schools, and some of the important schools have also been provided with simple gymnastic apparatus.

"The third district in point of physical instruction in the Circle is Hoshiárpur. Here all the Secondary schools have been provided with simple gymnastic apparatus, and the exercises by the boys on the horizontal and parallel bars show some improvement on last year. Elementary military drill has also been introduced into all the Secondary and some of the Primary schools. The boys are much interested in it, especially in schools to which newly trained men have been recently posted.

"The gymnastic district instructor goes round to all the Vernacular schools as usual. Monitor instructors in each of the Secondary schools will be appointed during the current year, and a man has been recently entertained for the Municipal Board School, Hoshiárpur, exclusively, where this branch of instruction till now had been entirely neglected. Cricket, however, is played there with great enthusiasm. The Secondary schools have no play grounds attached, but there are encamping grounds in the vicinity about half a mile off which are utilized for the purpose.

"Physical instruction in the Ferozepore District has received no attention. But recently, in response to the wishes of His Honour the Lieutenant-Governor, it has been proposed that simple gymnastic apparatus should be supplied to all the Secondary schools, but no provision has as yet been made for an instructor either for the district or for any particular school. The boys of the Municipal Board School at the head-quarters continue to play cricket and to practise on the bars.

"In Kángra, the fifth district in the Circle, cricket is as yet unknown, except at Núrpur, where there is a small club. All the Secondary schools in the district, and also three of the most important Primary schools, have been supplied with simple gmynastic apparatus.

"Native games are generally played in most of the schools, and the physique of the boys is reported to be better than that of boys reading in the plains."

Lahore Circle.—"Almost every Secondary school and many Primary schools are provided with a simple gymnastic apparatus, consisting generally of a horizontal bar, parallel bars and Indian clubs. The larger schools have, on the staff of teachers, an instructor of gymnastics; and several District Boards have appointed a similar teacher, whose duty it is to itinerate from one Middle School to another in order to see that the various exercises are properly performed, and to train monitors, who may be able to carry on the gymnastic lessons until the teacher's next visit. Moreover drill has been introduced in most Board schools I have inspected. This subject, however, is very defective as yet owing to the absence of a suitable book of guidance, all that is attempted being elementary police drill with English words of command.

"Cricket continues to flourish in all High and Middle schools, and in this respect the Lahore Circle benefits from the forethought of Mr. Alexander, late Inspector of Schools of this Circle. The annual cricket tournament founded in his honour attracts teams from a number of Municipal Board and Aided schools. These assembled in March at Lahore for a friendly competition. Cricket tournaments were likewise held in Mooltán and Taran Táran.

"On the whole, it may be said that cricket with its attendant moral effects, consisting of discipline, obedience, co-operation, endurance, and good fellowship, has been firmly established in this Circle. The only cause which tends to check this excellent system of promoting physical training arises from a want of means on the part of the boys, who are frequently unable to do anything more than to keep up an indifferent supply of bats and balls for practice."

Ráwalpindi Circle.—"The question of physical training of boys has been receiving considerable attention during the past year, and important resolutions have been passed by Local Bodies with a view to its advancement. In the first place a gymnastic teacher has either been appointed or sanctioned in 6 districts out of 9 in this Circle. In the second place, the suggestion to supply gymnastic apparatus to all the larger schools not hitherto provided with it has been agreed to. In the third place, in some districts steps have been taken, or are being taken, to provide schools with play-grounds. In this respect Siálkot has set a worthy example to other districts. In the fourth and last place, in 7 districts in this Circle, the suggestion to establish annual sports tournaments has been accepted.

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"The effects of these measures cannot be seen now, but they will make themselves felt in the near future.

"The appointment of gymnastic training masters is especially calculated to advance physical education. The mere provision of apparatus for athletics is not of much utility. This has long been in existence in many schools in the Circle, but it has not been made much use of, as there was no body to put the boys through their exercises.

"The game played most generally in the Anglo-Vernacular schools of this Circle is cricket, before which all native games have fallen into disfavour. But in the Vernacular schools, especially of the Primary grade, *kabaddí*, a native game, still keeps the field, cricket being excluded by its expensiveness.

"The Circle Sports Tournament was held at Gujránwála last January. The tournament was, as you are aware, instituted by Mr. D. W. Thompson, and its first meeting took place at Gujrát in January 1888. The number of teams that came to compete for the cricket belt was 15, and the gathering lasted for over a week. The belt was finally carried off by the boys of the Gujrát Municipal Board School, as it had been the previous year. After the contest for the belt was over, there were athletic sports, running, jumping, throwing the ball, &c., the whole winding up with a prize distribution by Colonel R. Bartholomew, the Deputy Commissioner of Gujránwála. The prizes exclusive of the belt amounted to Rs. 288. Credit is to the District Board and Municipal Committee of Gujránwála for voting liberal grants in aid of the tournament."

Deraját Circle.—"Physical training and games have received considerable attention in the Muzaffargarh and Dera Ghází Khán districts, where the Deputy Commissioners and District Inspectors have taken active interest in the physical advancement of the scholars. All the Middle schools are provided with simple gymnastic apparatus, cricket gear, and a set of Indian clubs; while country games, such as *kabaddí*, running, leaping, &c., are becoming common in village Primary schools. In the Anglo-Vernacular schools at Muzaffargarh and Dera Ghází Khán, cricket is played with great zest and enthusiasm.

"In the Dera Ism'aíl Khán District simple gymnastic apparatus has been lately supplied to the Middle schools: in the Bannú District nothing has yet been done in this direction."

Buildings, furniture and appliances.

137. As regards buildings, furniture, and appliances, the remarks contained in my last report still hold good, though much has been effected during the year. For a large proportion of schools of all classes excellent buildings have been supplied; whilst many are still ill provided for, and a considerable number of Primary schools are held in village *chaupáls*, an arrangement which causes great inconvenience. In many places where the accommodation was suitable a few years ago, it has now become quite inadequate, in consequence of the increase of scholars that has taken place. It is satisfactory to find, however, that both District Boards and Municipal Committees have expended considerable sums on the extension of school accommodation during the year under report, the former having devoted nearly Rs. 55,000 and the latter over Rs. 35,000 to this object, so that the total expenditure by Local Bodies exceeded Rs. 90,000.

School furniture and appliances also have been fully supplied to a large proportion of schools; but there are still very many, for which no sufficient provision has been made. During the year under report, District Boards have spent nearly Rs. 18,000 on this purpose, and Municipal Committees over Rs. 9,000; but much still remains to be done.

Disposition of Local Bodies in the matter of supplying school buildings, furniture and appliances

138. In the case of both buildings and of furniture and appliances, many Local Bodies show commendable liberality, and act promptly on the suggestions of the inspecting officers; whilst there are others which evince a disposition to shirk the obligations that are laid on them by the Code; and some, no doubt, are unable without difficulty to supply the most necessary requirements.

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General Questions.

On the whole, the expenditure incurred by Local Bodies during the year under report on buildings, furniture and appliances amounted to Rs. 1,17,000, and exceeded that of the preceding year by about Rs. 31,000. This shows that the representations of Inspectors have borne good fruit; and it may be added that when forwarding the District Reports to Commissioners, I have always urged the importance of supplying sufficient accommodation, furniture, and appliances, where it appeared that there was still a deficiency. I have, moreover, directed Inspectors to report before the beginning of the next marching season all cases in which Local Bodies have shown themselves unwilling to carry out, within a reasonable time, the recommendations made by the Inspectors in accordance with the requirements of the Code.

Lálá Ságar Chand's remarks as to the use of verandahs as class-rooms.

139. The following remarks from the report of Lála Ságar Chand, Officiating Inspector of the Ráwalpindí Circle, on the unsuitability of verandahs for use as class rooms deserve attention. The question can be referred, as he suggests, to the Educational Conference; and it might be well that some rules should be laid down on the subject; though I am inclined to think that it would be neither desirable, nor indeed practicable, to abandon the use of verandahs for this purpose in all cases :—

"The question of the structural suitability of school buildings, however, involves other points which are of equal importance to the one just noticed, and it is to be hoped that some of them may engage the attention of the Conference next year. One such point is whether verandahs are suited for class purposes or not. As things go, a school building often consists of one long room, with a verandah in front, and both are used for instruction purposes. But it seems to me that verandahs are extremely ill-adapted to serve as class rooms. They are exposed to the sun and rain, and swept by hot winds in summer and cold blasts in winter. I have often seen boys shivering with cold on wintry days in verandahs, and I cannot but regard it as sheer cruelty to make children sit in such weather in such exposed places. It should be remembered that a great proportion of the boys attending our schools are drawn from the poorer classes of the population, and that their parents have not the means to clothe them properly."

Rewards and prizes.

140. A list of the prizes and medals awarded by private liberality on the results of the Middle School and Entrance Examinations is printed as Appendix G. The prizes offered for the Middle School Examination vary in value from Rs. 2, or less where several were given by the same person, to Rs. 25; and in one case a scholarship of Rs. 2 per mensem, tenable apparently for two years, was awarded. The prizes awarded for the Entrance Examination vary in value from Rs. 4 to Rs. 50.

Many prizes are awarded also on the results of the Primary Examinations, and rewards are frequently distributed by private persons, on the occasion of an annual inspection, or a local educational darbár, or a sports tournament.

The Inspector of the Lahore Circle, however, regrets the absence of an organised system of awarding prizes in every school to boys who have in any way distinguished themselves. Formerly such prizes were provided from the public funds; but Government thought that the time had come when the provision of rewards of this description might be left to private liberality. The general practice of awarding prizes from public funds was, therefore, discontinued; though Local Bodies are still at liberty to provide rewards from the funds at their disposal, if they think fit to do so. It is, no doubt, true, that in the great majority of schools prizes are not given under existing arrangements; but it must be remembered that emulation is excited amongst the boys attending almost

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all classes of public schools by the award of scholarships on the results of the Upper Primary, the Middle School and the Entrance Examinations.

Schools in Native States

141. The following table contains a summary of the statistics supplied by Native States, which are, however, in some cases incomplete:—

Details.	Patiála.	Baháwalpur.	Jínd.	Kapúrthala.	Faridkot.	Nábha.	Total.
Arts colleges	1	1	..	..	..	..	2
Secondary public schools. Anglo-Vernacular	9	6	1	1	.	5	22
Secondary public schools. Vernacular	4	1	2	4	...	4	15
Primary public schools ...	95	35	1	29	...	18	178
Scholars in Arts colleges ...	*111	†81	...	..	.	..	192
Scholars in Secondary public schools. Anglo-Vernacular	1,293	646	30	338	.	261	2,568
Scholars in Secondary public schools. Vernacular	446	55	120	422	.	169	1,212
Scholars in Primary public schools	2,889	1,085	57	936	.	370	5,337
Indigenous schools. Advanced	Return not supplied.	31	5	..	3	5	44
Indigenous schools. Elementary.		340	4	166	.	11	521
Indigenous scholars. Advanced		423	125	.	129	131	808
Indigenous scholars. Elementary.		2,483	42	1,667	...	134	4,326
Scholars in all schools ...	4,739	4,773	374	3,363	129	1,065	14,443
Scholars learning English ...	1,955	317	16	238	...	102	2,628
Number of boys on the rolls ..	4,215	4,353	374	3,336	129	1,031	13,438
Number of girls on the rolls ...	524	420	...	27	..	34	1,005
Total population ...	1,467,433	573,494	249,862	252,617	97,034	261,824	2,902,264
Souls per scholar in public schools ...	309	307	1,207	143	..	327	311
Souls per scholar in all schools	309	120	668	75	752	245	200

* Of these 5 read in the English Department, 82 in the Oriental Department, 18 in the Gurmukhí Department, and 6 in the Department in which boys are prepared for the Upper and Lower Subordinate classes of the Rurkí College.

† Of these 42 learn English.

It will be noticed, that there are two Arts Colleges, one at Patiála, the other at Baháwalpur. The majority of the students in the Patiála College are reading on the Oriental side, owing, no doubt, to the fact that Anglo-Vernacular schools have been able, up to the present time, to supply but a small number of successful candidates for the Entrance Examination on the Arts side. The fact that the Baháwalpur College should contain as many as 42 under-graduates learning English is remarkable. The desire for English education in Native States is shown by the number of students in Anglo-Vernacular Secondary schools, which is more than double that borne on the rolls of Vernacular schools for Secondary education. Apparently all the boys attending Anglo-Vernacular Secondary schools, whether in the Secondary or the Primary departments, besides a few others in Vernacular Middle schools or in Primary schools, are learning English.

Results of Public Examinations in schools in Native States.

142. The table given below shows the results of the various examinations. These results are satisfactory; and are particularly creditable to the Baháwalpur State, which has obtained a very high average of passes in all the examinations for which candidates presented themselves, with the exception of the

Anglo-Vernacular Middle School Examination, where one unsuitable paper was probably fatal to the majority of these candidates, as it proved to be in the case of those supplied from schools in British territory:—

		Patiála.	Baháwalpur.	Kapúrthala	Jínd.	Nábha.	Total
Intermediate, Arts Faculty ..	Candidates	4	5		..	.	9
	Passes	3	1	.	.	..	7
Intermediate, Oriental Faculty	Candidates .			..		.	...
	Passes ..	...	...	...	..	.	...
Entrance, Arts Faculty	Candidates ...	4	10	8		..	22
	Passes		8	2	...	..	10
Entrance, Oriental Faculty ..	Candidates ..	3	6			...	9
	Passes .	3	4			...	7
Anglo-Vernacular Middle School Examination	Candidates	40	16	11	2	5	74
	Passes .	13	6	6	..	3	28
Vernacular Middle School Examination. ...	Candidates ..	21	9	23	1	...	54
	Passes ...	6	6	11	...	...	23

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

Training Institutions for Masters.

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SECTION A.—TRAINING INSTITUTIONS FOR MASTERS

CENTRAL TRAINING COLLEGE.

Report on the Central Training College.

143. The Principal's report on the Central Training College is printed as Appendix H.

The Principal.

144. Lála Umráo Singh, the Assistant Superintendent, was officiating as Principal at the beginning of the year; and he continued to act in the same capacity until the 19th November, when he was relieved by Mr. Cope, the permanent incumbent, who had been officiating for Dr. Stulpnagel as Inspector of Schools.

Since the close of the year Mr. Cope obtained three months' leave, and Lála Umráo Singh was again appointed to officiate. Whilst the College was under Lála Umráo Singh's charge, Mr. Bell, the former Principal, was requested to exercise a general supervision over it. The College appears to have suffered in some respects, when placed under Lála Umráo Singh on the first occasion; but Mr. Bell reports that the work was satisfactorily conducted during Mr. Cope's absence on leave.

Number of students.

145. The College contained at the close of the year 67 students, of whom ten were teachers and 57 stipendiary students without appointments. The Principal reports that several men desired to join as non-stipendiary students; but did not present themselves sufficiently early in the session. This is a good sign, and it may be hoped that in the course of time many non-stipendiary students will attend the College.

Results of examinations.

146. The number of candidates sent up by the College in July 1887 and July 1888 to the three prescribed examinations, *viz.*, the Senior and Junior Anglo-Vernacular and the Senior Vernacular Examinations, and the number of passes by each standard, are noted below:—

		1888-89.	1887-88
Senior Anglo-Vernacular Examination	Candidates	15	24
	Passes	9	17
	Percentage	60 0	70·8
Junior Anglo-Vernacular Examination	Candidates	19	14
	Passes	10	11
	Percentage	52·6	78 6
Senior Vernacular Examination	Candidates	32	27
	Passes	19	16
	Percentage	59·4	59·2

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The percentage of passes in the Senior Anglo-Vernacular Examination is lower than in the previous year, and in the Junior Anglo-Vernacular Examination it is considerably lower; whilst the proportion of successful candidates in the Vernacular Examination is about the same. Considering the disadvantage to which the College was subjected by the absence of the permanent head of the Institution the results may be considered fairly satisfactory.

Results of examinations; private students.

147. For the Senior Anglo-Vernacular Examination, there were 6 private candidates, for the Junior Anglo-Vernacular Examination 5, and for the Senior Vernacular Examination 8; but one candidate only was successful in each of these examinations.

Conduct of students.

148. The general conduct of the students attending the Training College is reported to have been very satisfactory; and special attention is given both to physical education and to moral instruction. As I have already stated in para. 110 of the preceding Chapter, I propose to invite the next Educational Conference to consider the expediency of making moral training a distinct branch of instruction in the College, and a separate subject for the examinations.

Instruction in Science.

149. Since the close of the year the appointment of a Science teacher of high qualifications has been sanctioned by Government; and arrangements will be made during the ensuing term for an extended course of instruction in Science to selected students.

Boarding-house.

150. The provision of a suitable boarding-house in a good situation is a matter of great importance; as the accommodation at present available is very far from satisfactory. The question of erecting a permanent building is at present under the consideration of Government, and endeavours are being made in the meantime to improve the present temporary arrangements for the accommodation of the students.

Central Model School.

151. The Central Model School, attached to the Training College, continues to make satisfactory progress. The number of students has increased, in consequence of the organization of a 5th Secondary class, and the fees amounted to little less than two-thirds of the expenditure. Arrangements will be made to introduce an extended course in Science, and to prepare students for the alternative Entrance Examination in Science that it is proposed by the Syndicate of the Punjab University to introduce. Students will be prepared also for the proposed Clerical and Commercial Examination, as soon as a detailed scheme has been adopted by the University.

Now that a High Department has been organised in connexion with this school, the provision of a suitable boarding-house has become a matter of great importance; and proposals on the subject will be shortly submitted to Government.

GOVERNMENT NORMAL SCHOOLS.

Normal school and scholars.

152. The following statement shows the number and distribution of scholars in the four Normal schools, the expenditure during the year and the results of examinations:—

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NORMAL SCHOOLS FOR MASTERS.

			Government.			
			1888-89.	1887-88.	Increase.	Decrease.
Number of Schools			4	4	...	..
Number and distribution of scholars at the close of the year.		Government Stipendiaries	253	245	8	.
		Other Stipendiary Students	..	..	.	.
		Non-stipendiary students	...	..	.	...
		Total	253	245	8	...
	In Normal Class	Teachers	123	115	8	. .
		Others	124	113	11	.
	In Preparatory Class (at Ráwalpindí)	Teachers	6	9		3
		Others	.	8	...	8
			Rs.	Rs.	Rs.	Rs.
Expenditure. On Establishments and Contingencies.		From Provincial Revenues	14,687	16,187	.	1,500
		From other sources	.	.	...	...
		Total	14,687	16,187	...	1,500
On Stipends.		From Provincial Revenues	15,456	16,620	...	1,164
		From District Funds	187	.	187	...
		From Municipal Funds	. .	...	.	.
		From other sources	.	.	..	..
		Total	15,643	16,620	...	977
		Grand Total	30,330	32,807	...	2,477
Results of Examination—Junior Vernacular Examination		Candidates	233	221	12	...
		Passes	109	121	...	12

It will be observed that there has been a very small increase in the total number of students, and a somewhat larger increase in the number attending the Normal schools proper, exclusive of the preparatory class at Ráwalpindí, which has been maintained as a temporary arrangement and will be shortly abolished.

Stipends.

153. It is to be regretted, however, in view of the insufficient supply of trained teachers to which reference has been made in the preceding chapter, that of the 300 stipends offered by Government as many as 47 were vacant at the close of the year. Some of these vacancies are, of course, to be accounted for by the lapse of stipends, which were duly taken up at the beginning of the term, in October last, though the holders subsequently left the Normal schools, owing to illness or other causes. There were indeed few vacant stipends at the beginning of the term at Delhi and Ráwalpindí. At Lahore and Jullundur, however, the number was much larger.

The deficiencies at Jullundur were due to the fact that the Deputy Commissioners of certain districts, who had undertaken to send the full number of candidates, either failed to do so altogether at the last moment, or selected men who were under age or otherwise disqualified, and it was then too late to supply their place. In the case of Lahore most of the districts that supply students failed to send the full number, and the Inspector did not succeed in making good the deficiency.

Why all the stipends are not taken up.

154. The fact is that the number of youths who have passed the Middle School Examination, and attained the age of eighteen years, is still limited, and in some districts extremely

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small. Many, who are duly qualified, do not care to become teachers in Primary schools; some of the best, including most of those who gain scholarships, take up the study of English; and where the settlement of a district is in progress, many obtain employment in the Settlement Department. The majority of the students are supplied by Deputy Commissioners, a certain number of stipends being allotted to each district; and the remaining stipends are at the disposal of Inspectors, who are required, as far as possible, to allot those also which are not taken advantage of by the districts to which they are attached. It has now been decided, on the recommendation of the Departmental Conference, to authorise the Head Masters of Normal schools to allot any stipends that may still be vacant at the beginning of a term. This will, no doubt, produce an immediate effect; and it may be expected that from other causes the number of candidates for stipends will in a few years far exceed the number of stipends that are available. A short time ago it would have been impossible to supply the number of students, who now join the Normal schools annually; and a large proportion of those who did attend were in preparatory classes, which were formerly attached to all the Normal schools. The last remnant of such classes, which still exists at Ráwalpindí, is now about to disappear.

Reduced expenditure on stipends.

155. It will be noticed, that though the number of stipendiaries has increased, a reduction of expenditure is shown under the head of stipends. This is due to the fact that the examination for special causes was held a month later than usual during 1887-88, so that the term was made to extend over another month, and students who joined early received stipends during that year for eleven months instead of for ten.

Results of examination.

156. The number of students from Normal schools, who passed the Junior Certificate Examination, was smaller than in 1887-88, though larger than the number who were successful in 1886-87. It is essential that candidates for employment as teachers should be required to show a really competent knowledge of *every* subject that they take up; and the examination is, therefore, necessarily difficult, more especially for those who come from backward districts. As we have seen, there is at present considerable difficulty in finding a sufficient number of eligible candidates for the stipends available in the Normal schools; and though we do secure the services of some very good men, there is not much room for selection. Under these circumstances small fluctuations from year to year in the proportion of students who pass the examination are to be expected, though we may look for a steady increase in the number successful during somewhat longer periods.

Sixteen private students presented themselves for the Junior Vernacular Certificate Examination; but of these three only were successful.

Supply of Primary School Teachers.

157. As mentioned in the previous Chapter the supply of trained teachers is not yet equal to the demand. This is the case more especially with respect to teachers for Primary schools and departments, both Anglo-Vernacular and Vernacular. As regards the former all that seems immediately necessary is to provide a few more stipends in the Central Training College, as the number of candidates for admission to the College exceeds the number of stipends that are available. This can be easily arranged as the expenditure can be met by means of savings from lapsed stipends. As regards Vernacular teachers for Primary

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schools, it may be hoped, in the first place, that we shall be successful in future in securing the full number of stipendiary students at the beginning of each term. In the second place, the number of students, who pass the Vernacular Middle School Examination, may be expected to increase from year to year; this will lead to an increase in the number of candidates for admission to the Normal schools, so that there will be more room for selection; and when this is the case, a larger proportion of students will be successful annually in the Certificate Examination and become available for employment as trained teachers. This is as much as we can effect with our present machinery.

Establishment of additional Normal Schools.

158. The establishment of a fifth Normal School for the Deraját Circle, and eventually, perhaps, of a sixth for the Pesháwar Division, is, however, highly desirable. This would not only provide accommodation for a larger number of students; but would enable each Normal School to draw its students exclusively from the Circle to which the school belongs, which is under existing arrangements impracticable. It is at present necessary to send men from some districts in the Jullundur Circle to Delhi, and from some of those in the Lahore Circle to Jullundur, whilst the students both at Lahore and Ráwalpindí are drawn from three different Divisions. This is very inconvenient for many reasons; and it increases the difficulty of filling the Normal schools, as men from Ludhiána and from Ferozepore, for example, object strongly to go to Delhi. The arrangements for the localisation of grants-in-aid now under consideration will, I hope, set free the funds required to carry out the measure.

SECTION B—TRAINING INSTITUTIONS FOR MISTRESSES.

Normal Schools for Mistresses.

159. In the returns for 1887-88 two Normal schools for natives were shown; one at Delhi under the S. P. G. Mission, the other at Amritsar under the management of a Committee composed chiefly of native gentlemen. Neither of these Institutions, however, were Normal schools except in name, as there had been no attempt at professional training, though many of the women who attended them were afterwards employed as teachers. The school at Delhi has been shown in the returns for the year under report as an Anglo-Vernacular School for Secondary education. The Normal School at Amritsar remained till the close of the year on the same footing as before; but it has since been converted into a Secondary Vernacular School and placed under the charge of the Municipal Committee. It is maintained by means of a special grant from Government and a contribution from the Municipality.

School for European Zanána Teachers now abolished.

160. The S. P. G. Mission maintained until recently a school for European zanána teachers, which received a grant-in-aid from Government. It rarely contained, however, more than three students, and at the beginning of the year under report there were but two. This school has now been abolished.

Character of Female Normal Schools.

161. The Normal schools for Mistresses hitherto maintained in this Province have been in fact adult Primary schools or Primary schools with a mixture of girls and women. It is impracticable at present to maintain really efficient Normal schools, as a sufficient number of young women with the preliminary education necessary to enable them to enter on a course of technical instruction are not at present available. It has, however, been determined to set on foot Normal classes in connection with the Victoria School at Lahore and the Municipal Board School for girls recently reorganised at Amritsar, and to afford every encouragement for the establishment of similar classes, wherever a Secondary Vernacular

School is established. When practicable two Normal classes will be eventually maintained—one to prepare girls who have passed the Upper Primary Examination for employment in Primary schools, the other to train students who have passed the Middle School Examination for teacherships in Middle schools. Where qualified teachers are available, a Normal class can be maintained in connection with Primary Schools for the training of girls who have passed the Upper Primary Examination; and one such class has been already established in connection with the Board schools at Gujránwála.

Chap. V. B., 161. Training Institutions for Mistresses.

SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING

162. The Lahore Medical School has been noticed in Chapter III., in connection with the Medical College, of which it forms a part.

The Lahore Medical School.

163. The report on the Veterinary School is printed as Appendix I. The number of students at the close of the year was 72, being an increase of 12 over the previous year. It would appear from the returns that 41 students were in receipt of stipends or scholarships against 29 in the previous year, so that there must have been 31 non-stipendiary students, which is apparently the same number as at the close of 1887-88; though the Principal notices, as a satisfactory feature, that there were more applications for admission than in previous years from students of this class. The total expenditure is slightly higher than in 1887-88. There has been a marked improvement in the results of examinations; and the school seems to have derived much benefit from the employment of some additional native teachers.

The Lahore Veterinary School.

164. The Law School maintained by the Punjab University contained 48 students, being a reduction of 20 since the previous year. The expenditure amounted to Rs. 5,453, or approximately the same as in 1887-88. Considerably more than half this amount was covered by school fees.

The Law School.

The results of the examinations undergone by the students during the last two years are shown in the following table:—

	Candidates.		Passes.	
	1888-89.	1887-88.	1888-89	1887-88.
Preliminary Examination ...	9	15	7	13
First Certificate Examination ...	22	5	5	1
Final Examination ...	10	9	4	...

165. The Principal's report on the Mayo School of Industrial Art will be found in Appendix J.

The Mayo School of Industrial Art.

166. The school contained at the close of the year 100 students, or 19 more than at the end of the previous year. The increase is partly due to the transfer to the School of Art of the Engineering Class formerly maintained in connexion with the Oriental College.

Scholars.

167. The expenditure amounted to about Rs. 16,500, of which nearly Rs. 2,400 were expended on scholarships and stipends.

Expenditure.

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Institutions for Technical Training.

Scholarships and Stipends.

168. There were in all 51 scholarships and stipends, of which 30 were provided by Government, 2 by District Boards, 9 by Municipalities, 9 by the University and 1 from other sources.

General progress and merit at the Bombay Exhibition.

169. The School has made satisfactory progress during the year; and selections of students' and teachers' work were sent to the Bombay Art Exhibition, where they gained a medal for a portrait bust in *terra cotta* from life, and a prize for the best pen-and-ink drawing, whilst other drawings of the selection were "commended" and "highly commended."

Standards for technical instruction.

170. Standards in drawing and in wood-working have been prepared under Mr. Kipling's supervision in connexion with the new scheme for the extension of technical instruction; and a series of examples on a large scale corresponding with the several standards in drawing is in course of preparation.

Strengthening of the staff.

171. Something has been done to strengthen the subordinate staff; and the appointment of a Vice-Principal has been sanctioned by the Secretary of State, who has been requested to select a competent person to fill the post in question.

Females beginning to appreciate the Art School.

172. It is interesting to find that the native ladies employed on the staff of the Victoria School have worked at home from examples, and that a female class might be successfully established in connexion with the School of Art, if suitable accommodation were available. It is to be hoped that some means to supply this want may be found.

The Railway Technical School.

173. A very important institution has lately been established at Lahore in the immediate neighbourhood of the workshops of the North-Western Railway. It is not shown in the returns; as it was opened after the close of the school year. It is called the Railway Technical School, and is attended by the sons or, in some cases, by other near relatives of men employed in the Railway workshops. The school is highly popular; and in May last the names of 184 boys were borne on the rolls. Of these 120 were Muhammadans, 47 Sikhs and 17 Hindús. The lowest class is very large and contains three sections; the others are necessarily small at present, but will increase as boys are promoted from year to year. It is probable that the numbers will be limited solely by the amount of accommodation and the strength of the staff of masters that can be provided.

Object of the Railway Technical School.

174. The object of the Railway Technical School is to impart a good practical education, including a knowledge of some handicraft, to boys of the artisan class. Hitherto the sons of artisans have generally held aloof from our schools; and when they have attended them, it has been with the view of enabling them to follow an occupation that their parents consider more remunerative or more likely to lead to advancement than their hereditary calling. The boy who stays at home acquires some manual skill and knowledge of his father's handicraft; but his intelligence is not systematically trained, and he does not acquire those habits of cleanliness, punctuality, order and obedience that he would be taught at school. When he grows up, he becomes a fair workman under proper supervision; but he has received no education and has no theoretical knowledge; he cannot be left to himself; and he is totally incapable of controlling others. If, on the other hand, he goes to school, he has the opportunity of acquiring a very fair education of a literary kind; but he has, as a rule, no knowledge of the workshop; he has not been taught to use his hands; and he has probably learnt to despise any kind of manual occupation.

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Institutions for Technical Training.
Course of Instruction

175. The Railway Technical School contains at present an Upper and a Lower Primary Department with five classes; and at the end of the current school year a Middle Department will be organised. In the Primary Department the boys all learn drawing and wood-working, besides the most essential parts of an ordinary school education and a little elementary English. In the Middle Department they will have the opportunity of learning other handicrafts that will be of use in the workshops. The Primary and Middle course will extend over eight years, after completing which a large proportion of the scholars will enter the Railway workshops as paid apprentices, still, however, receiving instruction in the school at fixed hours; whilst the theoretical knowledge gained at school will be adapted in all cases to supplement the practical knowledge gained in the workshop.

Prospects of the School.

176. Now the artisans' children who attend this school are quite as intelligent as the children of any other section of the community; and they will receive quite as good an education, though of a more practical kind. Some of them will, I have no doubt, become excellent mechanics, and will be quite fit for employment as foremen and in other responsible positions. When, moreover, the proper time arrives, youths trained in the manner above described will afford a class such as is not to be found at present in any part of India, who will be capable of profiting to the fullest extent from advanced technical instruction, such as will no doubt be imparted in the class rooms that are to be provided for the purpose in the Museum and Technical Institute about to be erected at Lahore in honour of the Jubilee of the Queen Empress.

The school at Lahore, of course, possesses peculiar advantages from its association with the Railway workshops, and as it has been set on foot with the most cordial approval of the Railway authorities, its success may be considered certain. It will, moreover, afford a model for imitation by all other Industrial schools that may be established in the Province, subject of course, to such modifications as local circumstances may necessitate.

Industrial Schools.

177. There were four Industrial Schools at the close of the year :—

1. The Municipal Board School at Amritsar.
2. The Kasúr School, unaided.
3. Bháí Bútá Singh's School at Ráwalpindí, unaided.
4. The S. P. G. Mission Female School at Delhi, aided.

The Municipal Industrial School, Amritsar.

178. The Municipal School at Amritsar owes its origin to Mr. Nicholl, the Secretary of the Municipal Committee, who has shown great interest in the institution. It contained at the close of the year 85 boys who were receiving instruction in carpentry, blacksmith's work and other handicrafts. There was a drawing class with 35 boys, of whom 10 attended the Oriental High School for general instruction, and some of the other boys were learning notation and reading. Some good work has been turned out by the boys; and some very promising students have been sent on to the Mayo School of Industrial Art; and Mr. Kipling, the Principal of that Institution, warmly acknowledges the readiness which Mr. Nicholl shows to render him every assistance. It has now been determined to place the Amritsar School on a more systematic footing, and to introduce a regular scheme of studies.

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Institutions for Technical Training.

The Kasúr Industrial School.

179. The Kasúr School is described by the Inspector in the following terms:—

"In the Kasúr School the number of scholars has risen from 11 to 34. In addition to the other industries taught, carpentry and darí making have been introduced. Of the 34 boys whose names are borne on the books, 7 receive lessons in carpet weaving, 7 in darí making, 5 in lungí making, 15 are taught tailor's work and 2 carpentry. The work turned out by the School is generally good and in great demand. The School may more fitly be called a manufactory, though it incidentally combines in itself the advantages of an Industrial School. There is no provision in it for education of a general character as distinguished from instruction in handicraft.

"The total expenditure for the year amounts to Rs. 1,230-2-6, the whole of which has been met from subscriptions, the Municipal contribution towards the support of the school having been withdrawn."

The Industrial School at Ráwalpindí.

180. The Industrial School maintained by Bhái Bútá Singh at Ráwalpindí contained at the close of the year 32 boys, who received instruction in niwár and darí weaving, and in reading and writing in the Gurmukhí character. The Manager had agreed on the suggestion of the District Inspector to add Arithmetic to the course of studies.

The S. P. G. Mission Industrial Female School, Delhi.

181. The S. P. G. Mission Industrial Female School at Delhi is really a charitable institution, where women are given certain work to perform, for which they receive payment; but there are no arrangements either for general education or for teaching girls or women any work or trade that will enable them on leaving the institution to earn money for themselves. It formerly received a grant from Government, which has been lately withdrawn, as the Manager did not see his way at present to place it on a footing that would justify the further expenditure of public funds on its maintenance.

Municipal Industrial School, Delhi.

182. The Municipal Board Industrial School at Delhi, which was formerly maintained at a cost of Rs. 200 per mensem, has been closed during the year under report. The question of opening another school on a different system is, however, at present under consideration.

Industrial School, Bannú.

183. The Industrial School at Bannú also has been closed, owing, I understand, to the great difficulty, which the Manager experienced in obtaining skilled instructors.

Measures for the extension of Technical education.

184. A summary was given in para. 166 of last year's report of such of the measures proposed by the Committee on Technical education as had received the approval of His Honour the Lieutenant-Governor.

Alternative Entrance Examination in Science and the "Clerical and Commercial" Examination.

185. The proposals thus approved were thirteen in number. The first two related to the introduction of alternative courses and examinations for students attending High schools. The general question of such alternative examinations was afterwards taken up by the Government of India, whose letter on the subject was referred to the University. The Syndicate have now passed a resolution providing for two new examinations: an alternative Entrance Examination, in which Science will take the place of a classical language, and a "Clerical and Commercial Examination." The text-books for the latter still remain to be decided on. Arrangements will be made to introduce corresponding courses into selected schools as soon as possible.

Railway Technical School established.

186. The most important of these proposals that has been carried out during the year is the establishment of the Railway Technical School, which has been described above.

Institutions for Technical Training.

Strengthening of the Mayo School of Art.

187. Something has been done also towards strengthening the staff of the Mayo School of Industrial Art, but the extension of its scope and functions, in the manner that is contemplated, cannot be fully carried out, pending the appointment of the Vice-Principal of the School, whom the Secretary of State as already mentioned has been asked to nominate.

Standards of Examinations for Industrial Schools.

188. Standards in drawing and wood-working suitable for the Primary Department of Industrial schools have been prepared in the Mayo School of Art, and introduced into the Railway Technical School, and more advanced standards will be prepared shortly.

Other measures.

189. Most of the other measures are dependent more or less on the arrangements made with regard to those mentioned in the four preceding paragraphs; and effect will be given to them, so far as may be practicable during the current year. To a considerable extent, however, they are simply designed to afford facilities to Local Bodies and to private persons and associations for the advancement of technical education, and some time, therefore, must be allowed for their full development; though it may be hoped that in the course of a few years they will lead to very important results.

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Female Education (Natives).

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Secondary Schools.			Primary Schools.				Grand Total, Secondary and Primary Schools.
			Anglo-Vernacular.	Vernacular.	Total.	Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	
Number of Schools		1888-89	5	4	9	148	158	10	316	325
		1887-88	3	3	6	142	159	4	305	311
		Increase	2	1	3	6	..	6	11	14
		Decrease	...	...	...	...	1	...	...	...
Number of Scholars in	High Stage	1888-89	8	...	8	...	...	...	...	...
		1887-88	9	...	9	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	...
		Decrease	1	...	1	...	...	...	...	...
	Middle Stage	1888-89	43	17	60	...	...	...	...	...
		1887-88	29	24	53	...	...	...	...	...
		Increase	14	...	7	...	...	...	...	...
		Decrease	...	7	...	...	...	...	...	...
	Total Secondary Stage	1888-89	51	17	68	..	...	...	...	...
		1887-88	38	24	62	...	...	...	...	...
		Increase	13	...	6	...	...	...	...	...
		Decrease	...	7	...	...	...	...	...	..
	Upper Primary Stage	1888-89	99	33	132	238	180	2	420	552
		1887-88	46	38	84	145	173	...	318	402
		Increase	53	...	48	93	7	2	102	150
		Decrease	...	5	...	...	...	...	...	...
	Lower Primary Stage	1888-89	217	103	320	4,102	4,639	249	8,990	9,310
		1887 88	89	131	220	3,858	5,139	132	9,129	9,349
		Increase	128	...	100	244	...	117	...	...
		Decrease	...	28	...	...	500	...	139	39
	Total Primary Stage	1888-89	316	136	452	4,340	4,819	251	9,410	9,862
		1887-88	135	169	304	4,003	5,312	132	9,447	9,751
		Increase	181	...	148	337	...	119	...	111
		Decrease	...	33	...	...	493	...	37	...
	Grand Total	1888-89 ...	367	153	520	4,340	4,819	251	9,410	9,930
		1887-88	173	193	366	4,003	5,312	132	9,447	9,813
		Increase	194	...	154	337	...	119	...	117
		Decrease	...	40	...	...	493	...	37	...

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
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190. The table on the opposite page shows the number and distribution of female schools and the scholars attending them for the last two years. Female schools and scholars.

The total number of girls under instruction is a little under 10,000; and there has been a slight increase in the number of schools and scholars since the previous year.

191. There are now nine female schools for Secondary education, of which five are Anglo-Vernacular and four Vernacular. The Anglo-Vernacular schools comprise the S. P. G. Boarding-school at Delhi, attended mostly by Christian orphans; the Christian Girls' Boarding-School, lately known as the Orphanage, at Amritsar; the Alexandra School for the daughters of Native Christians of the higher class at Amritsar; the Lady Dufferin School for Native Christians at Lahore, attended by girls whose families are in good circumstances; and the Victoria School maintained by the Punjab Association at Lahore. Secondary Female schools, Anglo-Vernacular.

192. The study of English has been introduced into the Victoria School and that maintained by the S. P. G. Mission during the year under report. In the former it is taught to a small number only of the girls at present.* Introduction of English into the Victoria School.

193. The Victoria School is reported by Mrs. Steel to have made very satisfactory progress during the year; and it has been arranged to form a Normal class under the supervision of the Inspectress of Schools in October next. A Kindergarten class is to be organised at the same time, and the students of the Normal class will be taught the Kindergarten system. Progress of the Victoria School.

194. The most advanced schools at the present time are the Alexandra School and the Lady Dufferin School. These institutions, though intended solely for Christian girls, exercise a most useful influence on the education of the Province at large. Several of the mistresses now employed in Secondary schools were educated in the Alexandra School at Amritsar; amongst others, the native lady now in charge of the Victoria School, who subsequently, however, attended a training institution in England. Advanced female schools.

* This being the case, the school should have been shown as a Vernacular institution as before; since English is taught to a special class and not as part of the regular course (*vide* Article 19, Punjab Education Code).

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Female Education (Natives)

Secondary Female schools, Vernacular.

195. The Secondary Vernacular schools comprise a Boarding school under the Baptist Mission and a Day school under the S. P. G. at Delhi; a Board school in the Ludhiána District, where instruction is given in the Gurmukhí character; and the so-called "Anglo-Vernacular school" at Lahore. A Middle Department has lately been added to this last institution, but the study of English has not as yet been introduced in accordance with the original intention of the Managers.

Numbers in the Secondary and Upper Primary Departments of Secondary schools.

196. It will be observed that these schools contain at present a very small number of girls in the Secondary department. The first step, however, that is necessary in order to secure more girls in the Secondary department, is to raise the number in the Upper Primary department, from which the higher classes are recruited. It is, therefore, very satisfactory to find that the number of girls in the Upper Primary stage has increased by 57 per cent.

Numbers in Primary schools.

197. In Primary Board schools and in Unaided schools, the returns show a considerable increase in the number of scholars in both the Upper and the Lower Primary Departments. In the Lower Primary Department of Aided schools, however, there has been a large reduction. This is due in part to the fact that a few schools included in the previous year amongst Aided schools are now shown as Unaided schools,* and partly to the conversion of Primary into Secondary schools. After allowing for these circumstances, however, the decrease is considerable; though it is satisfactory to find that it is confined to the Lower Primary department.

Numbers in the Upper and Lower Primary stages of Secondary and Primary schools.

198. On comparing the statistics for the last two years of the Primary departments of Secondary and Primary schools taken together, we find a large increase of numbers in the Upper Primary and a small decrease in the Lower Primary department.

Expenditure on Female schools.

199. The statement on the following page shows the expenditure from different sources on schools of various kinds. There has been, on the whole, an increase of expenditure on establishments and contingencies under every head, except that of tuition fees, to which further reference is made below. The total increase amounts to rather more than 4 per cent. The increase of expenditure on Anglo-Vernacular schools, so far as it is covered by a corresponding decrease in the expenditure on Vernacular Secondary schools, is due to the inclusion amongst Anglo-Vernacular schools of the Victoria School and the school maintained by the S. P. G. at Delhi. There has been also a large increase of expenditure under the head of "other sources" on the Anglo-Vernacular schools of the Lahore Circle, which has not been explained by the Inspector. On Aided Primary schools there has been a decrease of expenditure from Provincial Revenues. During the first two years after the introduction of the Code, special grants were awarded to Primary Female schools on a very liberal scale, in cases where they failed to earn as much as they had previously enjoyed. Such grants were reduced during the year under report, in cases where the expenditure was extravagant as compared with the results. There has been a reduction also in the expenditure under the head of "other sources" on Aided Primary schools. This has occurred mainly in the Delhi Circle, though there has been some decrease in the Lahore Circle also.

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* They were under the same management as certain Aided schools, and were included in the same returns by the Managers.

STATEMENT OF EXPENDITURE (FEMALE SCHOOLS FOR NATIVES.)

Class of Schools.			Expenditure on Establishments and Contingencies.						Expenditure on Scholarships					
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Number of scholarships.	Provincial Revenues.	District Funds	Municipal Funds.	Other sources.	Total.
			Rs.	Rs.	Rs.	Rs	Rs	Rs		Rs.	Rs	Rs.	Rs.	Rs.
Secondary Schools.	Anglo-Vernacular.	1888-89	11,420	...	500	885	13,411	26,216	59	2,380	..	. .	...	2,380
		1887-88 ...	4,610		360	3,802	7,045	15,817	4	162		.	489	651
		Increase	6,810	...	140	..	6,366	10,399	55	2,218		...	...	1,729
		Decrease	..			2,917						. .	489	...
	Vernacular.	1888-89 ...	744	289		206	1,360	2,599	4	136	.			136
		1887-88 ...	5,070	190	500	..	460	6,220	40	1,696	...		...	1,696
		Increase ...	...	99	...	206	900					.	..	..
		Decrease .	4,326		500		..	3,621	36	1,560	.	..	.	1,560
	Total ..	1888-89	12,164	289	500	1,091	14,771	28,815	63	2,516	.		...	2,516
		1887-88 ..	9,680	190	860	3 802	7,505	22,037	44	1,858	.	.	489	2,347
		Increase .	2,484	99		.	7,266	6,778	19	658		...	...	169
		Decrease ...	...		360	2,711	...	...			.	...	489	...
Primary Schools.	Board Schools.	1888-89	604	10,608	10,821	..	381	22,414	152	2,493	216	1,086	67	3,862
		1887-88	198	8,680	8,920		306	18,104	43	660	.	133	...	793
		Increase .	406	1,928	1,901	...	75	4,310	109	1,833	216	953	67	3,069
		Decrease ..	..	...	. .	...				. .		..	.	
	Aided Schools	1888-89 ...	16,659	1,254	4,714	7	29,735	52,369	110	2,124	60	566	...	2,750
		1887 88 ...	17,865	1,232	4,642	145	36,267	60,151	151	1,562		618	68	2,248
		Increase ..	...	22	72					562	60			502
		Decrease ...	1,206			138	6 532	7,782	41		...	52	68	...
	Unaided Schools.	1888-89 .	. .				1,810	1,810	1				2	2
		1887 88		.	.		769	769		...	. .			...
		Increase .	.			..	1,041	1,041	1	...	..	...	2	2
		Decrease ...	...	.	..	...	.			..	...		...	...
	Total	1888-89	17,263	11,862	15,533	7	31,926	76,593	263	4,617	276	1,652	69	6,614
		1887 88 ...	18,063	9,912	13,562	145	37,342	79,024	194	2,222	...	751	68	3,041
		Increase	..	1,950	1,973		...	.	69	2,395	276	901	1	3,573
		Decrease ...	800			138	5,416	2,431		. .	.	.	...	.
Grand Total Secondary and Primary Schools.		1888-89 ..	29,427	12,151	16,035	1,098	46,607	1,05,408	326	7,133	276	1,652	69	9,130
		1887-88	27,743	10,102	14,422	3,947	44,847	101,061	238	4,080		751	557	5,388
		Increase .	1,684	2,049	1,613	...	1,850	4,347	88	3,053	276	901	.	3,742
		Decrease		.	...	2,849	.		...	.	...		488	...

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Female Education (Natives).

Tuition fees in Female schools.

200. Fees are not generally levied in Female schools, except from Native Christians of the higher class; though scholarship-holders in the Board schools at Gujránwála now pay a small amount, and it has been decided to take Re. 1 per mensem from scholars who learn English in the Victoria school. The reduction shown in the amount collected during the current year is reported to be due to the fact that fees for boarding in the Alexandra school were erroneously shown as tuition fees in the return for 1887-88.

Scholarships in Female schools.

201. There is a considerable increase in the number of girls who have succeeded in gaining scholarships under the rules laid down in the Code. The expenditure has increased in a larger proportion, which is due to circumstances similar to those which have been explained in the case of Jubilee and other scholarships tenable in schools for boys.

Results of examinations

202. The table on the next page shows the results of examinations.

Entrance and Middle School examinations

203. For the Entrance examination there were this year no candidates; and at the Middle School examination none of those who presented themselves were successful. The failure at the Middle School examination was almost inevitable, as it could hardly be expected that native girls would be able to pass in the paper in Arithmetic and Mensuration, which was, as has been already stated, beyond the capacity of boys of similar standing.

Previous to this year Mission schools only have presented girls for these examinations, but candidates will be sent up by the Victoria school for the next Middle School examination. One girl was sent up to the last examination from the Board School in the Ludhiána District; but she had not completed the course and should not have been presented.

Arrangements have been made by the Department to hold a Middle Standard examination specially adapted to girls' schools, in accordance with the recommendations of the Educational Conference which sat in 1888 The first examination under the new rules will be held during the current year.

Upper and Lower Primary results.

204 There has been, on the whole, a very satisfactory increase in the number of candidates successful in both the Upper and the Lower Primary examinations, the former having increased by considerably more than one-third, and the latter by about a fifth.

Instruction in needle-work, &c., in Female schools.

205. Needle-work is taught in the Victoria school and the Secondary Mission schools and in many cases in Primary schools, Board and Aided. Plain sewing and cutting out do not, as a rule, receive proper attention; but they have been taught energetically in the Victoria school in addition to fancy work.

Practical instruction in domestic economy is given in some of the Mission schools; and an excellent work on this subject, hygiene, &c., has lately been prepared by Mrs. Steel, and will be introduced at once in Secondary schools generally.

Boarding arrangements in Female schools.

206. Of the six Secondary schools maintained by Missions, five are Boarding Schools. These are well managed, and the accommodation is sufficient. A boarding-house is attached also to the Girls' school and Orphanage maintained by the Aryá Samáj at Ferozepore. The arrangements would appear to be satisfactory, as a rich shawl merchant of Amritsar, who now carries on business at Cuttock, and is a member of the Aryá Samáj, has allowed his two daughters to live in the boarding house.

RESULTS OF EXAMINATIONS.

			Entrance Examination.			Middle School Examination.			Upper Primary Examination.			Lower Primary Examination.		
			Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Secondary Schools.	Anglo-Vernacular	1888-89	...	...	...	6	...	...	47	35	74·5	105	89	84·7
		1887-88	3	3	100·0	7	3	42·9	21	18	85·7	25	14	56·0
		Increase	...	...	...	...	...	...	26	17	...	80	75	28·7
		Decrease	3	3	100·0	1	3	42·9	...	...	11·2	...	...	...
	Vernacular ...	1888-89	...	...	...	1	...	...	22	16	72·7	21	13	61·9
		1887-88	...	...	...	...	...	...	5	5	100·0	7	7	100·0
		Increase	...	...	...	1	...	...	17	11	...	14	6	...
		Decrease	...	...	...	...	...	...	...	...	27·3	...	...	38·1
	Total ...	1888-89	...	...	...	7	...	...	69	51	73·9	126	102	80·9
		1887-88	3	3	100·0	7	3	42·9	26	23	88·5	32	21	65·6
		Increase	...	...	...	...	...	...	43	28	...	94	81	15·3
		Decrease	3	3	100·0	...	3	42·9	...	...	14·6	...	...	...
Primary Schools.	Board Schools ...	1888-89	...	...	...	...	...	...	87	50	57·5	271	156	57·6
		1887-88	...	...	...	...	...	...	61	33	54·1	288	158	54·8
		Increase	...	...	...	...	...	...	26	17	3·4	...	...	2·8
		Decrease	...	...	...	...	...	...	...	...	...	17	2	...
	Aided Schools ...	1888-89	...	...	...	...	...	...	55	34	61·8	378	199	52·6
		1887-88	...	...	...	...	...	...	66	41	62·1	399	189	47·4
		Increase	...	...	...	...	...	...	...	...	...	...	10	5·2
		Decrease	...	...	...	...	...	...	11	7	·3	21	...	...
	Unaided Schools	1888-89	...	...	...	...	...	...	...	...	...	...	...	...
		1887-88	...	...	...	...	...	...	2	1	50·0	26	13	50·0
		Increase	...	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	...	...	...		...	2	1	50·0	26	13	50·0
	Total ...	1888-89	...	...	...	...	...	...	142	84	59·1	649	355	54·7
		1887-88	...	...	...	...	...	..	129	75	58·1	713	360	50·5
		Increase	...	...	...	...	...	...	13	9	1·0	...	...	4·2
		Decrease	...	...	...	...	...	...	...	...	...	64	5	...
Grand Total Secondary and Primary Schools.		1888-89	...	...	...	7	...	...	211	135	64·0	775	457	59·0
		1887-88	3	3	100·0	7	3	42·9	155	98	63·2	745	381	51·1
		Increase	...	...	...	...	...	...	56	37	·8	30	70	7·9
		Decrease	3	3	100·0	..	3	42·9	...	...	...	...	...	...

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Female Education (Natives).

Conduct and discipline of Female students

207. The outward behaviour of the girls is uniformly good, except that they are rather given to whispering amongst themselves. In Christian boarding-schools religious instruction is given, and in Muhammadan schools the Qurán is taught by rote. Lála Ságar Chand, the Officiating Inspector of the Ráwalpindí Circle, believes, however, that lying, deceit and uncharitableness prevail amongst girls to fully as great an extent as amongst boys, and that as the teachers of girls' schools are of an inferior type to those employed in boys' schools, these points are less likely to receive attention in female schools than in schools for boys. The school under Mr. Mackee at Gujránwála is, he says, provided with a better staff than any other in the Ráwalpindí Circle. It is under the charge of Miss Mukarjí, a lady of high attainments and excellent character, who is supported by competent assistants. He anticipates very good results from her teaching and influence. Even here, however, the branch schools are said to be in charge of men and women of low attainments, who have no idea of discipline, and into whose heads the idea of improving the character of the pupils for truthfulness and honesty has probably never entered. We may hope that the influence of Miss Mukarjí will be extended to these branches; and that in Primary schools generally, as we are able gradually to supply better teachers, moral training will follow, together with improved methods of instruction.

Effect of recent measures for the improvement of Female schools.

208. Measures have been introduced during the last few years for the award of scholarships on the results of the Upper and Lower Primary examinations; for the employment, when possible, of better teachers in Primary Board schools; and for the improvement of the prospects of such teachers by raising their salaries, which were often very small, and by the payment of instruction grants. These measures have produced a marked effect on female education in the Punjab. Both scholars and teachers are now animated by a much stronger desire than formerly to achieve real progress; the parents and friends of the girls evince a much greater interest in their attainments; and the teachers have succeeded in many cases in improving their own knowledge. The result is a large annual increase in the numbers who pass the Primary examinations, and a much better attendance in the Upper Primary department. A better attendance in the Upper Primary department will render possible the establishment of Secondary schools in favourable localities; and to all of them it may be hoped Normal classes will be attached. These in their turn will supply efficient teachers for the Primary schools of the district, and eventually in some cases for Middle schools also; and they will thus remove one of the greatest obstacles to the improvement and extension of female education.

General progress in Female schools.

209 The general progress during the year has been good. The number of Secondary schools has increased; arrangements for the establishment of several additional Middle departments are in progress; and Normal classes are being organised. In Primary schools the method of instruction, though very inferior in most cases to that followed in boys' schools, is generally improving, and the results of the public examinations exhibit a large increase in the number of successful candidates. The better classes of the community, moreover, are showing greater readiness in some places to send their children to school; and in Gujránwála the Board school, that has been most recently opened, is attended by children of some of the best Bhábra families in the town, and was, I understand, opened at their request.

Special mention of the Gujránwála Board schools.

210. The Board schools at Gujránwála have made remarkable progress. They owed their success in the first instance to

Mrs. Steel, who was instrumental in their establishment, and has continued to visit them from time to time since she left the station. A calculation has been made of the grant that they would have earned if they had been maintained on the footing of Aided schools, and it has proved to be largely in excess of one-half of the actual expenditure, which constitutes the limit to the amount of grant which can in any case be actually drawn. Boys' schools have in a few cases earned more than could be drawn under this limitation; but I believe that such has not hitherto proved to be the case in any Aided school for girls. Mrs. Steel ascribes great credit to the head teacher for the results that have been attained By means of the Normal class the schools will soon, it is hoped, be fully provided with well qualified female teachers. I have already referred to the success of the Mission school in the same town to which a Middle Department has been recently added. Gujránwála, considering its size, is better provided with schools, for both boys and girls, than any other town in the Province.

General condition of Female education.

211. The condition of female education varies enormously in different districts; and in some places scarcely any progress has yet been made. Our efforts at present aim, however, chiefly at improving the condition and raising the status of existing schools. The establishment of a really satisfactory system in a few districts, with arrangements for a regular supply of trained teachers, being once an accomplished fact, it will be comparatively easy to extend this system gradually throughout the Province; whilst experience has shown that the multiplication of Primary schools before efficient teachers can be provided leads in most cases to failure and disappointment.

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Europeans and Eurasians.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Aided Schools — Secondary	6	7	...	1	9	9	...	...	15	16	...	1
	Aided Schools — Primary	3	...	3	...	4	2	2	...	7	2	5	...
	Aided Schools — Total	9	7	2	...	13	11	2	...	22	18	4	...
	Unaided Schools — Secondary	1	...	1	...	...	...	...	...	1	...	1	...
	Unaided Schools — Primary	...	2	...	2	..	1	...	1	...	3	...	3
	Unaided Schools — Total	1	2	...	1	...	1	...	1	1	3	...	2
	Total Public Schools	12	11	1	...	15	4	1	...	27	25	2	...
	Private Schools	6	9	...	3	2	1	1	...	8	10	...	2
	Total Public and Private Schools	18	20	...	2	17	15	2	...	35	35	...	...
Number of Scholars in	Sanáwar Asylum	252	249	3	...	195	207	...	12	447	456	...	9
	Murree Asylum	98	101	...	3	79	69	10	...	177	170	7	...
	Aided Schools — Secondary	409	454	...	45	505	481	24	...	914	935	...	21
	Aided Schools — Primary	69	...	69	...	97	83	14	...	166	83	83	...
	Aided Schools — Total	478	454	24	..	602	564	38	...	1,080	1,018	62	...
	Unaided Schools — Secondary	19	...	19	...	...	...	...	...	19	...	19	..
	Unaided Schools — Primary	...	42	...	42	...	12	...	12	.	54	...	54
	Unaided Schools — Total	19	42	..	23	...	12	..	12	19	54	...	35
	Total Public Schools	847	846	1	...	876	852	24	...	1,723	1,698	25	...
	Private Schools	115	112	3	...	58	26	32	...	173	138	35	...
	Total Public and Private Schools	962	958	4	...	934	878	56	.	1,896	1,836	60	...
Scholars in Public Schools in	High Stage	45	55	...	10	8	7	1	...	53	62	...	9
	Middle Stage	213	190	23	...	194	174	20	...	407	364	43	...
	Total Secondary Stage	258	245	13	...	202	181	21	...	460	426	34	...
	Upper Primary Stage	232	263	...	31	264	234	30	...	496	497	...	1
	Lower Primary Stage	357	338	19	...	410	437	...	27	767	775	..	8
	Total Primary Stage	589	601	...	12	674	671	3	...	1,263	1,272	...	9
	Total Secondary and Primary Stage	847	846	1	...	876	852	24	...	1,723	1,698	25	...

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES

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SECTION A.—EUROPEANS AND EURASIANS.

European schools and scholars

212. The statement on the opposite page shows the number and distribution of European schools and the scholars attending them during the last two years.

It will be observed that the total number of schools remains the same as before, a small increase in the number of Aided schools being met by a corresponding reduction in the number of Unaided and Private schools. The number of scholars has risen slightly, chiefly in female schools. In the case of Public schools, the increase has taken place amongst scholars in the middle stage.

Expenditure on European schools

213. On the following page is a comparative statement of the expenditure incurred during the last two years.

It will be observed that the total expenditure exceeds that of the previous year by about Rs. 14,000. The additional expenditure falls entirely under the head of "other sources," the expenditure from Imperial and Provincial Revenues having diminished. The Inspector has not attempted to analyse and explain these figures as he should have done. An examination of the table shows, however, that the additional expenditure has been incurred in Aided schools, and mainly in Secondary schools for girls, where the expenditure under the head of "other sources" is nearly treble that of the preceding year.

Scholarships in European schools

214. The system of awarding special scholarships to students of European schools has been lately introduced. Ten Middle School and six High School scholarships are open to competition annually. The first examination was held in December 1887, when eleven scholarships were awarded, some of which have lapsed. In December last 12 new scholarships were awarded. There were 40 competitors, who were supplied by three boys' schools

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Europeans and Eurasians.

STATEMENT OF EXPENDITURE.

		Boys' Schools.				Girls' Schools.				Total.			
		1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease
Establishment and Contingencies.		Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Sanawar Asylum.	Imperial Revenues	13,335	14,585		1,250	4,145	5,219	..	1,074	17,480	19,804	.	2,324
	Fees ...	1,538	...	1,538		309	...	309	...	1,847		1,847	...
	Total ...	14,873	14,585	288	..	4,454	5,219	...	765	19,327	19,804		477
Murree Asylum.	Provincial Revenues	9,532	9,447	85	...	6,917	6,824	93	...	16,449	16,271	178	
	Other Sources	...		..	...	..	...	...	...		..	...	
	Total ..	9,532	9,447	85	..	6 917	6,824	93	...	16,449	16,271	178	
Aided Secondary Schools.	Provincial Revenues	17,489	18,745	...	1,256	20,240	23,475	...	3,185	37,729	42,170		4,441
	Fees ..	20,753	23,224	..	2,471	17,091	18,411	...	1,320	37,844	41,635	.	3,791
	Other Sources .	10,668	7,864	2,804	..	18,139	6,436	11,703	...	28,807	14,300	14,507	...
	Total .	48,910	49,833	..	923	55,470	48,272	7,198	..	1,04,380	98,105	6,275	...
Aided Primary Schools.	Provincial Revenues	1,440	.	1,440	..	1,440	1,516	...	76	2,880	1,516	1,364	
	Fees ..	1,203	..	1,203		2,125	1,275	850	..	3,328	1,275	2,053	
	Other Sources ..	2,926	...	2,926	.	2,234	552	1,682	..	5,160	552	4,608	...
	Total ..	5,569	.	5,569	...	5,799	3,343	2,456	..	11,368	3,343	8,025	.
Total Aided Schools.	Provincial Revenues	18,929	18,745	184	..	21,680	24,941		3,261	40,609	43,686	..	3,077
	Fees ...	21,956	23,224	..	1,268	19,216	19,686	.	470	41,172	42,910	.	1,738
	Other Sources ...	13,594	7,864	5,730	...	20,373	6,988	13,385	.	33,967	14,852	19,115	..
	Total ...	54,479	49 83	4,646	..	61,269	51,615	9,654	...	1,15,718	1,01,448	14,300	...
Unaided Secondary Schools.	Fees .	326		326	...	...	..	...	.	326	.	326	...
	Other Sources .	1,130	...	1,130	...	..	...	...	...	1,130	...	1,130	
	Total ...	1,456	.	1,456	.	...	..	...	...	1,456	..	1,456	...
Unaided Primary Schools.	Fees ..	.	512	.	512	...	110	..	110		622		622
	Other Sources ..		466	..	466	...	90	...	90	..	556		556
	Total .	..	978	...	978	...	200	...	200	..	1,178	...	1,178
Total Unaided Schools	Fees ...	326	512	...	186	.	110		110	326	622	...	296
	Other Sources ...	1,130	466	664	...	...	90	.	90	1,130	556	574	..
	Total .	1,456	978	478	...	...	200	...	200	1,456	1,178	278	...
Total Public Schools.	Imperial Revenues	13,335	14,585		1,250	4,145	5,219	.	1,074	17,480	19,804		2,324
	Provincial Revenues	28,461	28,192	269	..	28,597	31,76	...	3,166	57,058	59 957	.	2,899
	Fees .	23,820	23,735	84	..	19,525	19,796	.	271	43,345	43,532	..	187
	Other Sources .	14,724	8,33	6,394	...	20,373	7,078	13,295	...	35,097	15,4 8	19,689	..
	Total .	80,340	74,8 3	5,497	...	72,640	63,858	8,782	.	1,52,980	1,38,701	14,279	...
Scholarships.													
Number of Scholarships .		9		9		8		8	..	17		17	.
Expenditure from	Provincial Revenues	322	...	322	...	300		300	..	622	.	622	.
	Other Sources ...	..	...	..	..		...	...	...	...	...	...	.
	Total ...	322	...	322	...	300	..	300	...	622	..	622	.

and six girls' schools The most successful schools amongst those which sent up candidates were Bishop Cotton School at Simla, and the Convent School and the Lawrence Memorial Asylum at Murree.

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Europeans and Eurasians.

215. The table on the following page shows the results of the Entrance Examination, of the High or Final Standard Examination, of the Seventh, Fourth and Second Standard Examinations, at which scholars who have completed the Middle, the Upper Primary and the Lower Primary courses present themselves at the time of the Inspector's annual visit, and of the Middle and Primary Standard Examinations, which are written examinations open to students of the whole Province, who have passed the Seventh and the Fourth Standard Examinations in certain subjects. On the results of the Middle and the Primary Standard Examinations scholarships are awarded in order of merit; and those who pass the former examination, but fail to gain scholarships, receive certificates.

Results of examinations.

The four successful candidates for the Calcutta Entrance Examination were supplied by Bishop Cotton School. In the previous year this institution sent up five successful candidates. The High Standard or Final Examination as laid down in the Code for European Schools was held for the first time last year, when two schools sent up six candidates, of whom five were successful.

The results of the other examinations show, on the whole, decided improvement; as there has been a substantial increase in the number of passes, more especially in female schools, notwithstanding the fact that the pupils of Aided schools at Murree did not undergo examination in consequence of an outbreak of cholera.

216. The arrangements for boarders in Aided schools are reported to be satisfactory, the accommodation suitable, the sanitation good, and the management creditable to the authorities.

Boarding arrangements.

217. The conduct of the students has given no rise to complaint during the year under report; and the Inspector believes that discipline is generally maintained and moral instruction conveyed in a regular manner.

Moral conduct and discipline.

218. The general progress in Aided schools is said to be slow but satisfactory. The following remarks on this subject are from the Inspector's report:—

General progress.

"The Boarding-schools, especially those situated in the hills, have this advantage, that the pupils undergo a proper course of instruction under qualified teachers for a continuous number of months. The drawbacks to progress arise out of (1) indifferent attendances at day schools, children being allowed to absent themselves by their parents for trifling causes; (2) the migratory nature of many pupils as their parents remove from one station to another; (3) the inferior physique of a number of boys and girls, especially in the plains, who are unable to work hard at schools; (4) the neglect of elementary education at a proper age either at home or in a Primary school. I have come across cases where a pupil of an age when he ought to have passed the Upper Primary stage had to be taught his A, B, C, and the rudiments of English. Though instances like this are rare, they do occur especially among the poorer classes of Eurasians. And yet so many are the opportunities for giving children some kind of education that the only cause of neglect must be attributable to the carelessness or ignorance of the parents. There are schools for all kinds of people, those in the hills being, as a rule, more expensive, and, therefore, affording the scholars greater advantages of comfort and discipline. I may also remark that generally speaking girls' schools are better than boys' schools.

"Five Primary schools have been added to the list of Aided schools during the last school-year. The sisters of St. Denys have lately opened a girls' school at Lahore with the intention of carrying education to the High

Chap. VII. A.

Europeans and Eurasians

RESULTS OF EXAMINATIONS.

			Number of Candidates				Number of Passes				Percentage of passes on number of Candidates			
			1888 89	1887 88	Increase.	Decrease	1888 89	1887 88	Increase	Decrease	1888 89	1887 88	Increase	Decrease
Calcutta Entrance Examination		Boys	8	11		3	4	7		3	50 0	63 6		13 6
		Girls												
High Standard or Final Examination		Boys												
		Girls	6		6		5		5		83 3		83 3	
Standard VII	Boys	Sanáwar Asylum	7	9		2	3	9		6	42 8	100		57 2
		Murree Asylum		10		10		9		9		90		
		Aided Schools	37	34	3		26	19	7		70 2	55 8	14 4	
		Total ..	44	53		9	29	37		8	65 9	69 8		3 9
	Girls	Sanáwar Asylum	10	8	2		4	7		3	40	87 5		47 5
		Murree Asylum . .	4		4		3		3		75		75	
		Aided Schools	19	12	7		18	12	6		94 7	100		5 3
		Total	33	20	13	.	25	19	6		75 7	95		19 3
Standard IV	Boys	Sanawar Asylum	44	25	19		41	22	19		94 3	88 8	5 5	
		Murree Asylum	12	17		5	10	14		4	83 3	82 3	1 0	
		Aided Schools	53	75		22	36	36			67 9	48	19 9	
		Total	109	117		8	87	72	15	.	79 8	61 5	18 3	
	Girls	Sanáwar Asylum	26	11	15		15	7	8		57 6	63 6		6
		Murree Asylum	18	11	7		10	7	3		55 5	6		8 1
		Aided Schools	90	71	19		73	42	31		81 1	59 1	22	
		Total	134	93	41		98	56	42		73 1	60 2	12 9	
Standard II	Boys	Sanáwar Asylum	31	42		11	19	28		9	61 2	66 6		5 4
		Murree Asylum	20	14	6		10	9	1		50	64 2		14 2
		Aided Schools	46	58		12	42	38	4		91 3	65 5	25 8	
		Total	97	114		17	71	75	.	4	73 1	65 7	7 4	
	Girls	Sanáwar Asylum	22	23		1	22	18	4		100	78 2	21 8	
		Murree Asylum .	16	12	4		11	10	1		68 7	83 3		14 6
		Aided Schools	80	74	6		60	63		3	75	85 1		10 1
		Total	118	109	9		93	91	2		78 8	83 4		4 6
Scholarship Examinations — Middle Standard Examination.	Boys	Sanawar Asylum												
		Murree Asylum		3		3		2		2		66 6		66 6
		Aided Schools	7	9		2	5	1	4		71 4	11	60 4	
		Total	7	12		5	5	3	2		71 4	25	46 4	
	Girls	Sanáwar Asylum												
		Murree Asylum												
		Aided Schools ..	11	2	9		7	1	6		63 6	50	13 6	
		Total	11	2	9		7	1	6		63 6	50	13 6	
Scholarship Examinations — Primary Standard Examination.	Boys	Sanáwar Asylum .												
		Murree Asylum	8		8		8		8		100		100	
		Aided Schools	11	5	6		3	5			27 2	100		72 8
		Total	19	5	14		11	5	6		57 8	100		42 2
	Girls	Sanáwar Asylum												
		Murree Asylum	12	5	7		11	5	6		91 6	100		8 4
		Aided Schools	16		16		11		11		68 7		68 7	
		Total	28	5	23		22	5	17		78 5	100		21 5

Standard, and quite recently the Railway authorities at Lahore have organised a night school for the instruction of young men who are employed in the Railway during the day time. Both these schools are not yet shown in the returns. As regards subjects, those in which both boys and girls excel are reading and writing. In Arithmetic the method of teaching is frequently faulty in girls' schools, and consequently the progress made is slow and uncertain. Grammar and Geography in girls' schools, and Urdú in boys' schools, are generally not well taught."

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219. The Lawrence Military Asylum at Sanáwar has made satisfactory progress during the year; and very favourable opinions have been expressed by the Committee of Reference and by the various officers who have visited it, as regards the general arrangements, the condition of the children, the state of discipline, and the quality of the food and clothing. The dormitories are clean and well kept; but the ventilation, though fairly good on the whole, is susceptible of improvement; and the question is now before the Department of Public Works. The latrines are in proper order and the hospitals a model of neatness.

The Sanáwar Asylum. General management

The telegraph class has proved very successful and popular; and the printing press is doing good work.

220. The girls readily obtain employment, and so also, as a general rule, do boys of pure European birth. Many enlist, and those who belong to the Band are in great request in European Regiments. The Principal, however, sometimes finds it difficult to provide for Eurasian boys, who have not sufficient ability to qualify themselves for service in the Telegraph Department.

Employment of the wards.

221. The number of children at the end of the year was nearly as large as at the beginning, but the Principal thinks it possible that the attendance may in future be affected by the revised rules regarding the levy of fees.

Number on the rolls.

222. Some good work has been done in the schools; and the preceding table shows an increase in the total number of boys and girls who have passed the examinations by standards. The work of some of the teachers was commendable; but unqualified praise could not be given to all; and measures for the improvement of the school staff in both the boys' and girls' departments are under consideration.

General progress.

223. Measures have been sanctioned for the organisation of classes of pupil teachers on a systematic footing, in place of the present monitors; but the Telegraph Department is so attractive to the cleverer boys, that it is difficult to find any who are willing and qualified to join the pupil teachers' class.

Pupil teachers' class.

224. None of the boys or girls have yet competed for scholarships; but I hope that the Principal may see his way to send up candidates during the current year.

Scholarships.

225. In the Lawrence Memorial Asylum at Murree marked improvement is said to have taken place. The discipline and organisation were excellent, the food was abundant and of good quality, and the dining-rooms appeared better equipped at the time of the last inspection than in the previous year. The clothing was in a satisfactory state; the premises were in good order; and the dormitories were airy and clean. In the course of the year, during the outbreak of cholera at Murree, the Asylum was visited by a Sanitary Committee, who expressed themselves satisfied with the sanitary arrangements.

The Murree Asylum. General arrangements.

226. The work of the schools is favourably reported on, and the masters and mistresses are commended. Two girls passed

General progress.

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Europeans and Eurasians.

the High or Final Standard examination held for the first time during the year under report; and five boys and one girl obtained Middle School scholarships.

Private European schools

227. Very little information has been given with regard to Private schools, of which eight, with an attendance of 173 scholars, are shown in the returns. The Inspector states that they are, "as a rule, conducted for the season only, and teach young children in elementary subjects without much regard to proper classification," though they, no doubt, meet a "want felt by some parents." There is, however, at least one school of higher pretensions which is intended for boys of the upper classes.

SECTION B—MUHAMMADANS

State of Education among Hindús, Sikhs and Muhammadans compared

228 The statement on the following page shows the numbers of Hindús, Sikhs and Muhammadans in various stages of instruction, and the numbers attending different kinds of educational institutions.

It will be observed that the Muhammadans are still very backward as regards higher education in comparison with other sections of the community. The number of Muhammadans attending Arts Colleges is little more than one-third the number of Hindús; whilst the number of Muhammadan boys in the Secondary stage, both in Anglo-Vernacular and in Vernacular schools, is little more than half the number of Hindú boys in the same stage, and not very much above one-fourth in proportion to the population. In public institutions of all kinds the percentage of Muhammadan boys of school-going age, who are in attendance, is about half that of Hindús. In Private schools Muhammadan boys predominate, owing to the large numbers that attend Indigenous schools to learn the Qurán by rote. The attendance of Muhammadans at public institutions has increased during the year. The increase has been smaller than amongst Hindús in the case of students in the Secondary stage of instruction; but it has been larger in English Arts Colleges and also in Primary schools. The large falling off in the attendance at Private schools is due, as has been already explained, to the fact that schools with less than six boys no longer find a place in the returns.

State of education among Sikhs

229. Sikhs are fairly represented in English Colleges, and in the Secondary Departments of Anglo-Vernacular schools; though their attendance, in proportion to the population, is rather smaller than that of Hindús. In Primary schools, on the other hand, the percentage of Sikhs on boys of a school-going age is higher than that of Hindús, and it is very much higher in private schools.

Muhammadan girls

230. The percentage of Muhammadan girls of a school-going age attending public schools is about two-thirds of the percentage of Hindús. In private schools, however, the percentage of Muhammadans of a school-going age is nearly three times that of Hindús, owing, as in the case of Muhammadan boys, to the large number of children who learn the Qurán by rote.

Sikh girls

231. The attendance of Sikh girls both in public and in private schools is comparatively very large, the percentage of girls of a school-going age borne on the rolls being in each case about three times that of Hindús.

Jubilee scholarships for Muhammadans

232. The Jubilee scholarships provided from Provincial Revenues and from Local Funds for the special benefit of Muhammadans are highly appreciated.

TABLE SHOWING THE NUMBER OF HINDUS, SIKHS AND MUHAMMADANS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Hindús.				Sikhs.				Muhammadans.			
MALES.	1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.
Arts Colleges, English	210	207	3	...	27	23	4	.	76	66	10	...
Oriental College	23	54	...	31	7	12	...	5	46	69	...	23
Medical College	47	35	12	...	3	2	1	.	16	11	5	...
In Secondary Stage. Anglo-Vernacular	5,322	4,624	698	.	739	743		4	2,272	1,907	365	...
In Secondary Stage. Vernacular	2,627	2,436	191	..	457	443	14	.	1,398	1,290	108	...
Total	7,949	7,060	889		1,196	1,186	10	..	3,670	3,197	473	...
In Primary Stage	57,307	55,633	1,674		10,551	10,357	194	..	46,965	42,363	4,597	...
In Training Schools	166	164	2	...	24	21	3	...	128	129	..	1
In School of Art	28	13	15	.	28	27	1	...	41	39	2	. .
In Law School	32	47	.	15	4	5		1	10	1		4
In Medical School	74	60	14	..	17	16	1	...	71	54	17	
In Industrial Schools	20	62	.	42	62	32	30	...	67	72	.	5
In other special schools	8	5	3	...	10	7	3		54	43	11	...
Total at Public Institutions	65,864	63,340	2,524	...	11,929	11,688	241	...	51,144	46,062	5,082	...
Scholars at Private Schools	25,790	25,529	261	. .	6,207	7,248	...	1,041	91,001	101,009	...	10,008
Total scholars at Institutions of all kinds.	91,654	88,869	2,785	...	18,136	18,936		800	142,145	147,071	...	4,926
Percentage on boys of between 5 and 15 years of age of—												
Scholars in Secondary Stage of Anglo Vernacular Schools.	·50	·44	·06	...	·45	·45	...	...	·14	·12	·02	...
Scholars attending Public Institutions.	6·24	6 00	·24	...	7·26	7 11	·15	.	3·16	2·84	·32	...
Scholars attending Institutions of all kinds.	8·69	8·42	·27	.	11·04	11·52	..	·48	8·78	9 08	...	·30
FEMALES.												
In Secondary Stage. Anglo-Vernacular	5		5	...	. .				8	.	8	...
In Secondary Stage. Vernacular	1	10	.	9	4	6	...	2	3	8	..	5
Total	6	10	..	4	4	6	...	2	11	8	3	...
In Primary Stage	3,831	4,053	...	222	1,581	1,216	365	...	4,072	3,765	307	...
In Training Schools	13	13	...	...	13	13	...	...	14	14		...
In Industrial Schools	..	.	...	...	...	...	...	..	13	13	. .	...
Total at Public Schools	3,850	4,076	.	226	1,598	1,235	363		4,110	3,800	310	..
Scholars at Private Schools	864	604	260	...	161	203		42	15,803	15,787	16	...
Total Scholars at Schools of all kinds.	4,714	4,680	34	...	1,759	1,438	321	...	19,913	19,587	326	...
Percentage on girls of between 5 and 15 years of age of—												
Scholars attending Public Schools.	·46	·49	...	·03	1·40	1 08	·32	...	·31	·29	·02	...
Scholars attending Schools of all kinds.	·56	·56	...	...	1·55	1·26	·29	..	1·52	1·50	·02	

NOTE.—Girls reading in Boys' schools and boys reading in Girls' schools are shown against the institutions in which they are reading. Their detail by religion is not separately known.

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Muhammadans.
The Anglo-Arabic School, Delhi.

233. In Delhi, the Anglo-Arabic school, maintained from the proceeds of the Itmád-ud-Daula Fund, has done much for the improvement of Muhammadan education. A high department has been lately added to this institution to the support of which the Municipality has contributed. Government has resolved to restore for the use of the Anglo-Arabic School a fine building, which will, after some alteration, afford excellent accommodation for the main school and for a boarding-house. The measure will be carried out as soon as other quarters can be provided for the police, who now occupy the building.

Activity of the Muhammadan community.

234. The most hopeful sign as regards Muhammadan education is the activity shown by the leaders of the community, who seem resolved to spare no pains in order to remedy, as far as possible, the evils that have resulted from neglect and apathy with regard to this important question in days gone by. The following extracts, regarding this subject, from the report of the Inspector of the Lahore Circle, will be found of interest, especially those which relate to the Muhammadan Educational Congress recently held at Lahore :—

"The Muhammadans have wakened up to the necessity of educating their sons. Their old backwardness and dislike of English education is being largely removed. In fact, they have of late taken to English education as the only means of bettering their condition and of rising to positions of trust and responsibility under Government. Bearing upon this subject, and as showing that they recognize also the value of self-help and private enterprise in the matter of education, the following events of the year deserve to be prominently noticed in this place. The Muhammadan Raises and Makhdúms of Mooltán have started an Anjuman-i-Islamiyá in their city, the principal aim of which is to promote education among the Muhammadans. They have established a Primary School to which allusion has already been made elsewhere in this report.

"The Muhammadan Association, Lahore, called the Anjuman-i-Himáyat-i-Islam, have, as already stated, raised their Primary School to the status of a Middle School. The Muhammadan Association of Amritsar have raised a fund by subscription to enable some of the Muhammadan students of slender means, who failed at the late B. A. Examination, to read for another year and go up for their Examination again.

"In the last place I would refer to the third Muhammadan Educational Congress held at Lahore on the 27th December 1888 and the following three days, as affording a proof of the power of combination among the Muhammadans for the purpose of raising their condition by means of higher education. This Congress was attended by over 200 members, some of them persons of great consideration and influence in Muhammadan society in the North-Western Provinces and the Punjab. Among others the following important resolutions were passed :—

"RESOLUTION I.—Resolved, that this Congress is of opinion that it is necessary to assist by means of Wazífas (scholarships) poor Muhammadan students, who have passed the Entrance Examination, and who are intelligent, to pursue their studies in any College they may like to join ; and also to assist intelligent and poor Muhammadan students, who have passed the Middle School Examination, to read in Zilá and other schools up to the Entrance Examination. And that Committees be appointed in the Punjab, in the North-Western Provinces and Oúdh, and in other Provinces if need be, who should superintend this work, and that each Committee should present a report at the next Muhammadan Educational Congress, stating the number of students who have passed the next Entrance and Middle Class Examinations, and have been so assisted and are reading in Colleges and schools.

* * * *

"RESOLUTIONS III.—Resolved, that this Congress recognises the necessity of establishing Standing Committees of the Muhammadan Educational Congress at the head-quarters of every district ; these Standing Committees to be subordinate to the General Educational Committee of the Province, and all to be under the general control of a Central Standing Committee with its head-quarters at Aligarh and the Secretary of the Muhammadan Educational Congress for its Secretary. That it will be the duty of the District Committee and the General Committee of the Province to keep in

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Muhammadans.

view the educational condition of the district and to try to create the means of improving it. It will also be its duty to collect and provide funds for establishing at least one scholarship for the benefit of students who may be anxious to receive high education, and, if possible, for such students also as may be reading in the secondary department of schools. The officers who may be entrusted with the duty of collecting and disbursing the funds will be called Amánatdár-i-Qaum (Trustees of the Nation). Every Committee of this description will have the power of appointing by majority its own Amánatdár and National volunteers.

"RESOLUTION IV.—Resolved, that this Congress is of opinion that the want of general education among the Muhammadans has been the cause of the growth of certain evil and objectionable customs among them, and they have consequently become so poor and penniless that their estates are day after day slipping out of their hands. This is especially the case with Muhammadan agriculturists, who are being ruined by these evil customs, and cannot for this reason afford to pay the expenses of educating their children. The way to eradicate these customs is to spread general education among the community, and by its means to impress on their minds the evil results of such customs. That expenditure on the occasions of marriages and deaths be restricted within certain limits, and persons breaking this rule may be made to pay the penalty by paying a certain amount of fine to be credited to the Amánatdár of the Standing Committee of the district, who will spend it for purposes of education in accordance with the rules.

* * * * * *

RESOLUTION VI.—Resolved, that the Muhammadan Educational Congress is of opinion that such girls' schools (zanána maktab) be established for the Muhammadan girls as would meet their educational requirements, and be strictly in conformity with the traditions and respectability of the respectable and well-bred Muhammadans, and in accordance with their religious injunctions.

* * * * * *

RESOLUTION VIII.—Resolved, that the Muhammadan Educational Congress is agreed that the Muhammadan zakát funds may be expended for the education and subsistence of the orphan and poor Muhammadan boys and girls, and that this would be the legitimate use of the zakát funds."

SECTION C.—NATIVE CHIEFS.

The Aitchison (Chiefs') College.

235. The number of students in the Aitchison College had risen during the school-year from 41 to 55, and further accessions have taken place since its close.

Scholarships.

236. Twenty-eight scholarships or exhibitions are attached to the school, and are awarded to boys of good birth whose parents or guardians are not in a position to pay the comparatively high fees that are demanded. There were 16 scholarship-holders at the close of the year, and the scholarships then vacant have, I believe, been subsequently awarded.

Stages [of instruction.

237. Of the students on the rolls at the end of the year, 3 were in the High department, 14 in the Middle, 20 in the Upper Primary and 17 in the Lower Primary department. Besides these, one student, who has passed the Entrance examination, attends the Lahore Government College daily for instruction.

Results of Examinations.

238. One student presented himself for the Entrance examination but failed; 8 candidates out of 10 were successful in the Middle School examination, and 9 out of 13 in the Lower Primary examination. At the time of inspection, the three boys in the High department had made adequate progress, especially in English reading and translation into the Vernacular; though translation from Urdú into English was faulty. The work on the whole was satisfactory.

Apparatus.

239. Some apparatus had been supplied for the lessons in Science, but not sufficient to teach this subject thoroughly. The Inspector noticed also that the writing of the boys suffered for want of a proper supply of copy books. The Governor of the Institution has been addressed with reference to this matter.

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Native Chiefs. Discipline.

240. The Inspector remarks that the boys being generally well off, lack the incentive to learning, which is the common motive of diligence in ordinary schools, and that they are not so readily amenable to discipline as the ordinary Panjábí school boy. On the other hand, the institution enjoys the advantages of possessing able teachers, small and therefore manageable classes, and the comforts of a well managed boarding-house.

New buildings.

241. The students have taken up their quarters in the new boarding-houses, and the Governor resides in the house which has been provided for his accommodation; but the main building containing the class rooms is not yet ready for occupation.

Sons of Raises in the Delhi Circle.

242. The Inspector of the Delhi Circle instituted inquiries as to the sons of persons entitled to a seat in the Provincial Darbár at present enrolled in public schools. There were altogether 80 such boys in the Circle—8 in the Hissár District, 3 in Rohtak, 8 in Gurgáon, 31 in Delhi, 4 in Karnál, 18 in Umballa and 8 in Simla. All these youths were reported to be making satisfactory progress, with the exception of some 10 or 12 over fifteen years of age, who were generally well conducted, but had not done well in their studies. At the end of the year 3 were in the High stage, 22 in the Middle stage, and the rest in the Primary stage.

Education of the sons of Native Chiefs in the Jullundur, Ráwalpindí and Deraját Circles.

243. The following remarks are from the reports of the Inspectors of the Jullundur, Ráwalpindí and Deraját Circles :—

Jullundur Circle.—"The information under this head is not quite complete. All the Deputy Commissioners in the circle were requested to supply the information, but the Deputy Commissioner of Jullundur declined to make enquiries on the subject in the absence of special orders from Government. The information received from the other four districts in the circle is as follows :—

"In the Ferozepore District the number of sons of Sardárs, &c., of school-going age is reported to be 56, and a few of them attend the Board schools of the district. Two sons of Sardárs from the Ludhiána District study in the Aitchison College, Lahore, and 4 are said to be reading in the Aided Haqqání School at Ludhiána.

"In the Hoshiárpur District the number of Sardár lads of school-going age is reported to be 111, and 56 of them are shown to be under instruction. One attends the Government College and another the Aitchison College, Lahore. The rest are reading in Board schools in the district. The information from Kangra seems to be quite correct and to the point. The number of Sardárs of school-going age in that district is stated to be 24. Of these one, *viz.*, the son of the Raja of Kutlehr, reads in the Aitchison College, Lahore, 15 prosecute their studies in Board schools, 5 have got tutors of their own, and 3 do not study at all."

Ráwalpindi Circle.—"As far as I have been able to ascertain, there are in seven districts of this circle—*viz.*, Gujránwála, Siálkot, Gujrát, Sháhpur, Kohát, Hazára and Pesháwar—130 sons* of native chiefs and other gentlemen of position of a school-going age.

Of these, 8 have been already sent to the Aitchison College at Lahore, and 2 more, it is said, are to be sent there; 63 are studying in various public schools in this circle, and 57 are being educated at home, or in Indigenous schools attached to mosques, leaving only 11 who are not under instruction of any kind. From the remaining two districts I have not yet received a reply to my enquiries on the subject."

Deraját Circle.—"From the last statistics furnished from the districts, it appears that there are only two Wards of Court residing in the Circle, of whom one, Shaikh Hasan of the Muzaffargarh District, attends the Aitchison College, Lahore; the other, Allah Bakhsh Khán, is reading in the Primary School of his village in the Dera Isma'íl Khán district."

* Including Sárdar Umar Hayát Khán, of Kairah, in the Sháhpur District.

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Native Chiefs.

It will be seen that the information available as to the education of the sons of Native Chiefs and other gentlemen of position is imperfect. So far as it goes, however, it seems to show that the majority attend the Aitchison College or the public schools of the Province, that some are taught at home, that some attend Indigenous schools, and that there are a few who receive no instruction of any kind.

SECTION D.—LOW CASTES.

Low-caste schools.

244. Schools for low-caste boys are maintained by the S. P. G. and by the Baptist Mission at Delhi, and by Missionary Societies in the Amritsar, Gurdáspur, Gujránwála, Siálkot and Ráwalpindí Districts. Special efforts are made to encourage the education of Mínás in the Gurgáon District, and of Sánsís in the Siálkot District; and children of low-caste are to be found in small numbers in many of the ordinary public schools.

Education of low-castes in the Delhi Circle.

245. Fifteen schools for low-caste boys maintained by the Delhi Baptist Mission, and containing at the close of the year 357 boys, of whom 64 were Christians, receive grants-in-aid under the rules applicable to Indigenous and other Elementary schools, and are reported to have done some useful work. There were also five unaided girls' schools, with 134 scholars, maintained by the Baptist Mission, and eleven unaided boys' schools, with 201 scholars, maintained by the S. P. G. Mission. It seems desirable that these schools should be brought under the influence of the grant-in-aid rules, and the Inspector will be addressed on the subject.

In the Gurgáon District 24 Míná boys were attending Board schools. They were in receipt of small stipends graduated according to the class to which they belonged, and were supplied with books free of cost. Two boys passed the Upper and one the Lower Primary Examination, and received the usual rewards that are allowed to Míná boys; but these results are not very encouraging.

Education of low-castes in the Jullundur Circle.

246. In the Jullundur Circle, there are no schools specially maintained for boys of low caste. In the Ludhiána District some boys of low caste attending Board schools are reported to be fairly advanced in their studies, and to have passed the Lower Primary Examination. They sit apart from the other boys. Boys of predatory tribes near Dharmkot in the Ferozepore District have availed themselves of the instruction imparted in Board schools in the neighbourhood.

Education of low-castes in the Lahore Circle.

247. In the Lahore Circle one small school attended by sweepers is maintained by the Church Mission Society in the city of Amritsar, and the American Mission maintains 25 schools for low-caste children in the Gurdáspur District. Of the latter, 22 schools with 458 scholars are for boys, and 3 schools with 44 scholars are for girls. Of the boys, 158 are Christians, 103 Hindús, 148 Muhammadans and 76 Sikhs. Of the girls, 40 are Christians, 2 Muhammadans and 2 Sikhs. Instruction is imparted through the medium of Urdú, and in one school Gurmukhí is taught. A few only of these schools receive grants at present; but the Inspector will be addressed with the view of bringing them all under the influence of the grant-in-aid rules.

The children of low caste attending Board schools are few in number. This is ascribed by the Inspector to the disinclination of the people to educate their children, and their inability to bear the cost.

Education of low-castes in the Ráwalpindí Circle.

248. In the Ráwalpindí Circle, nearly all the schools maintained chiefly for low-caste boys are in the Gujránwála and Siálkot Districts.

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Low Castes.

Gujránwála District.

249. In Gujránwála there is one Aided school, at head-quarters, which forms a branch of the Mission High School in that station, and is attended exclusively by boys of the sweeper class. Twelve of the scholars passed the Lower Primary Examination. In the district there are 27 Unaided schools attended at the close of the year by nearly 500 boys. Of these, 165 were Christians, 57 Hindús, 26 Sikhs, 44 Muhammadans, and the rest, as I understand, boys of low caste. Nearly all the boys were in the Lower Primary Department; but one school contained 9 boys who had advanced beyond that stage.

Siálkot District.

250. In the Siálkot District there are four schools for Sánsí boys. These have been handed over by the District Board to the management of the Scotch Mission experimentally for two years. During this period the cost of the schools is to be borne by the District Board as usual, after which the question is to be reconsidered. Out of 141 boys on the rolls, 20 were in the Upper Primary department. The schools are no longer confined to Sánsí scholars, having been thrown open two years ago to other classes of the community; but the majority of the boys are still Sánsís. The condition of the schools is reported to be not quite satisfactory.

Unaided schools in the Siálkot District.

251. The low-caste Unaided schools in the Siálkot District were 78 in number, and contained 1,384 scholars. These schools are open to all classes, though children of low caste, more especially the sons of sweepers, who have been converted to Christianity, predominate. Sixteen boys had advanced beyond the Lower Primary Standard. English was taught in two of the schools, which is, I should think, an arrangement of doubtful utility.

These schools are probably, for the most part, of too elementary and irregular a character to receive aid under the rules for ordinary Primary schools; but they might earn grants under the rules applicable to Indigenous and other Elementary schools, and the Inspector will be requested to address the Managers on the subject.

It may be added that the Inspector finds that the term low caste, as applied to these schools, and the class of boys attending them, is becoming offensive to the Managers, one of whom on hearing this term employed, remarked that he had no low-caste schools under his management, but that he had some for Christian children.

Other low-caste schools in the Ráwalpindí Circle

252. There are only two other schools for low-caste boys in the Ráwalpindí Circle: a Mission school at Ráwalpindí, and an Indigenous school in the same district maintained chiefly for Mazhabí Sikhs.

Low caste boys attending Board schools in the Ráwalpindí Circle.

253. Boys of low-caste are to be found also in the Board schools, though in small numbers. The practice prevails in this Circle also, at least in some cases, of making such boys sit apart, and one flagrant instance was brought to the special notice of the Inspector, in which a Mazhabí Sikh attending a Middle school had been made to sit where the other boys left their shoes. His father, who was a constable, complained to the Inspector, and that officer of course insisted on his being allowed to sit with the other boys.

Education of low castes in the Deraját Circle.

254. In the Deraját Circle no special effort has yet been made for the education of low caste boys or the children of predatory tribes.

CHAPTER VIII.

PRIVATE SCHOOLS.

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Private schools and scholars ...	255	Effect of the grant-in-aid rule for Indigenous schools	257
Decrease in the number of schools and scholars	256	Character of the schools that come forward for grants ..	258

255. The following statement shows the number of private institutions (*i e.*, of schools which do not prepare scholars for the regular public examinations) and the number of scholars attending them during the last two years :— Private schools and scholars.

PRIVATE INSTITUTIONS.

		Number of Schools.				Number of Scholars.			
		1888-89.	1887-88.	Increase.	Decrease.	1888-89.	1887-88.	Increase.	Decrease.
Arabic and Persian schools		1,293	2,164	...	871	15,140	15,230	...	90
Sanskrit schools		163	252	...	89	2,465	2,883	...	418
Mahájani schools ...	For boys ..	427	537	...	110	10,559	9,883	676	...
	For girls ...	1	...	1	...	31	...	31	...
Indigenous Vernacular schools.	For boys ...	1,514	2,097	...	583	23,988	24,064	...	76
	For girls ...	67	77	...	10	913	875	38	...
Schools teaching religious books by rote.	For boys ...	6,956	9,401	...	2,445	70,992	81,908	...	10,916
	For girls ...	1,208	1,600	...	392	15,485	15,735	...	250
Other schools ..	For boys ...	(a)32	(A)62	...	30	782	1,046	..	264
	For girls ...	(b)20	(B)1	19	...	509	26	483	...
Total ...		11,681	16,191	...	4,510	140 864	151,650	...	10,786

(a) Includes 6 schools for Europeans and Eurasians containing 115 scholars.
(A) Do. 9 ditto ditto 120 ditto.
(b) Do. 2 ditto ditto 58 ditto.
(B) School for Europeans and Eurasians.

256. The decrease shown in the number of schools and scholars is due, as has been explained elsewhere, to the exclusion from the returns of institutions containing less than 6 scholars. The reduction in the number of schools is large, amounting in round numbers to 4,500, or about 28 per cent. The reduction in the number of scholars is what we might expect under the circumtances and exceeds 10,500. It is, however, not a little Decrease in the number of schools and scholars.

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remarkable that whilst the number of Arabic and Persian schools has been reduced by no less than 871, or about 40 per cent., and the number of Indigenous Vernacular schools by 593, or about 27 per cent., the number of scholars is approximately the same as at the close of the previous year. It would appear, therefore, that there must have been a large increase in the number of scholars attending schools of these classes which are still shown in the returns.

Effect of the grant-in-aid rules for Indigenous schools.

257. The system of allowing attendance, instruction and staff grants to indigenous and other elementary schools, as provided for in Chapter III of the Punjab Education Code, is likely to prove highly successful; as may be seen from the following table. The scheme was first introduced in the year 1886-87; and it will be observed that already more than 200 schools, with an attendance of more than 7,000 scholars, have been brought under our influence, that the number of boys who passed by the standards was about 2,600, and that the grants awarded fell little short of Rs. 10,000.*

INDIGENOUS AND OTHER ELEMENTARY SCHOOLS EXAMINED FOR GRANTS.

	1888-89.	1887-88.	Increase	Decrease.
Number of schools	209	137	72	..
Ditto scholars	7,130	3,795	3,335	...
Ditto passed by different standards ...	2,596	1,157	1,439	.
Amount of grants earned .. .. Rs.	9,778	5,100	4,678	..

Character of the schools that come forward for grants.

258. As might be expected, in the first instance, the schools on behalf of which application has been made for grants are chiefly those in which Urdú and Persian are taught. In the Amritsar District a connexion has been established between these schools and Board Primary schools, by inducing boys who have passed through the former to join Board schools, with the view of preparing for the Upper Primary Examination; and it is said that the teachers of Indigenous schools have discovered that such an arrangement adds to the popularity of these institutions. Some schools have been set up by young men, who have completed the ordinary Vernacular school course, and who wish to earn a little money in their own villages, and some have been established by teachers formerly employed in Board schools. Many men, who are not quite up to modern requirements for ordinary Primary schools will be able, when displaced by trained teachers, to do some useful work and to earn a little money in Elementary schools. In the Amritsar District, many Gurmukhí schools are in receipt of grants; and I hope that in time a large number of such institutions will be brought under the influence of the rules, which are sufficiently elastic to afford encouragement to all institutions, in which anything that can be called secular education, of however humble a kind, is imparted; whilst at the same time ample inducement is offered to the teachers to improve their own knowledge; and several cases have been reported in which teachers of indigenous schools have duly qualified themselves by private study for staff grants. Qurán schools are, of course, most difficult to influence; as the teachers are at present generally able to do nothing beyond teaching the sacred text by rote; but I feel confident that in process of time many of these schools can be brought under the influence of the Department.

* These grants were earned at the last inspection and paid during the current year after the close of that under report.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT BOOKS.

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Report of the Registrar, Education Department ..	259	Secretariat Books	262
Disposal of the remaining stock of the old Book Depôt .. .	260	Report on the working of the Text-Book Committee	263
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Report of the Registrar, Education Department.

259. The report of the Registrar of the Education Department regarding the sale of books belonging to Government and books published during the year for the Department is published as Appendix K.

Disposal of the remaining stock of the old Book Depôt.

260. It was estimated that the remnant of the books belonging to the old Government Book Depôt, which still remained unsold at the beginning of the year, would realize about Rs. 10,000. The sales at the end of the year amounted to over Rs. 9,400, books of the value of over Rs. 200 were supplied to libraries, and some books still remained to be disposed of.

Sums paid into the Treasury and remaining recoverable.

261. The sum of Rs. 6,421-10-0 was paid into the treasury on account of books sold during the year from the old stock, together with a further sum of Rs. 198-10-4 on account of Secretariat books and a few miscellaneous items. The sum of Rs. 2,981-5-2 had still to be recovered at the end of the year for books sold from the old stock. Of this amount Rs. 1,870-0-4 were due from Munshí Gulább Singh, of the Mufíd-i-'Am Press, and Rs. 1,111-4-10 from other persons. A portion of the books belonging to the old stock were made over to Munshí Gulább Singh on commission sale. Most of those which he could not dispose of have been returned; though he still held at the close of the year books which had been priced at Rs. 4,909-3-6, though they were not of much actual value. All books belonging to the old stock, not otherwise disposed of, will be sold by auction before the close of the current year.

Secretariat books.

262. The accounts show a balance of Rs. 1,516-10-9 to the debit of Munshí Gulább Singh on account of Secretariat books actually sold, or with the Munshí on commission sale.

Report on the working of the Text-Book Committee.

263. Mr. Bell, Professor of Philosophy in the Lahore Government College, has kindly continued to act as Honorary Secretary of the Text-Book Committee during the year. His report on the working of the Committee is published as Appendix L.

New constitution of the Text-Book Committee.

264. It was stated in my last annual report that a new constitution had been elaborated for the Text-Book Committee, and that it was expected that this, if sanctioned by Government, would tend very largely to the supply of text-books of a superior character and to the improvement of the vernacular literature of the Province.

Some difficulties were raised by the Accounts Department and a reference to the Government of India was necessary. Since the close of the year sanction has been received to the

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Preparation and Distribution of Text-Books.

proposed arrangements. This delay has necessarily tended to some extent to check the operations of the Committee; as uncertainty, regarding the extent of its powers and the funds that would be at its disposal, has led to the postponement of many of the works that it is proposed to undertake.

Work done by the Committee.

265. It will be seen, however, from the report of the Secretary that, notwithstanding these difficulties, the Committee has worked to some extent on the new lines; that they have examined a very large number of books; that some useful books have been compiled; that some important operations have been taken in hand, and that, on the whole, considerable activity has been displayed during the year under report.

W. R. M. HOLROYD, COLONEL,

Director of Public Instruction, Punjab.

APPENDIX A.

REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1888-89.

I have the honor to submit the Annual Report of the Lahore Government College for the year 1888-89.

1. The Staff of the Government College on 31st March 1889 was as follows :— Staff.

T. C. Lewis, Esq., M.A., Principal; E. S. Robertson, Esq., M.A., Vice-Principal and Professor of English; W. Bell, Esq., M.A., Professor of Philosophy; J. G. Bagram, Esq., B.A., Barrister-at-Law, Officiating Professor of History; Pandit Gurú Dat, M.A., Officiating Professor of Science; Bábú Sashí Bhúshan Mukarjí, M.A., B.L., Assistant Professor; Mr. G. N. Chatterjí, B.A., Assistant Professor; Lála Ruchí Rám, M.A., Assistant Professor.

2. Bábú Sashí Bhúshan Mukarjí took 7 days' extraordinary leave throughout the year. In consequence of Mr. Lewis's appointment as Officiating Inspector of Schools, Delhi Circle, Lála Jiyá Rám, M.A., of the Central Training College, was brought on to the staff of the Government College as Officiating Assistant Professor with effect from the 7th May 1888. He left on the 10th November 1888. Mr. Thomas Pellatt, B.A. (Oxon), joined the Government College as Professor of History on the forenoon of the 26th October 1888, and held the office to the beginning of January 1889, when he resigned it. Mr. Pellatt was absent from the College for several days before he left Lahore, owing to fluctuating health. His application for sick leave was forwarded on the 19th January 1889, but he did not attend College after the 9th January 1889. Mr. J. G Bagram, B.A., was appointed to officiate as Professor of History until a permanent incumbent shall be selected by the Secretary of State. Mr. Bagram joined the College on the forenoon of the 6th February 1889. Mr. T. C. Lewis reverted to his substantive post of Principal of the Lahore Government College on the forenoon of the 10th November 1888, after officiating both as Inspector of Schools and as Director of Public Instruction, Punjab.

3. The following statement gives the number and distribution of students in the College on the 31st March 1889, and compares this year's figures with those of the corresponding period in 1887-88 :—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1888-89.	1887-88.	Increase.	Decrease.
Intermediate Class	First year ...	18	45	...	27
	Second year ...	54	84		30
B. A Class	Third year ...	18	23	...	5
	Fourth year ...	37	36	1	...
M. A. Class	...	10	5	5	..
	Total	137	193		56

In last year's report I expressed the anticipation that the number of students attending our College would fall off this year, owing to the greater facilities now afforded to students in Mission Colleges, at the Anglo-Vedic College, and at the Amritsar Local Board College.

Appendix A. Government College, Lahore.

This anticipation is proved to be correct. Local convenience and fees cheaper than ours have drawn away a considerable number of students and Entrance candidates. The attractions offered by Amritsar have been enhanced by a notification issued to our F. A. students by the Secretary of the Amritsar Municipality to the effect that scholarships given by this Municipality to F. A. students would only be continued to these students if they joined the Amritsar College.*

The average number on the rolls during the year was 118 and the average daily attendance 109, the corresponding returns for the previous year being 162 and 146, respectively.

4. The following statement gives information as to direct expenditure and fees for 1888-89, and compares these items with those for 1887-88 :—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1888 89.	1887-88	Increase.	Decrease.
	Rs	Rs	Rs	
Provincial Revenues	38,473	36,477	1,996	..
District Funds	...	...		...
Municipal Funds		...		...
Fees	7,243	7,176	67	
Subscriptions	...	..	...	
Endowments and other sources ...	...	...	...	...
Total ..	45,716	43,653	2,063	...

The tuition fees are slightly in excess of last year, although the number of students on our roll last year was greater than the number on this year's roll. This anomaly is explained by two facts,—1st, the rates for tuition fees are being annually raised; 2ndly, in 1887, the irregularities in the Punjab University Examinations prevented the formation of our 1st and 3rd classes during the summer session.

5. The following is the statement of expenditure on scholarships for 1888-89 and 1887-88, respectively :—

STATEMENT OF SCHOLARSHIPS.

		1888-89.	1887-88	Increase.	Decrease.
		Rs.	Rs.	Rs	Rs
Expenditure.	Provincial Revenues	6,285	3,252	3,033	
	District Funds	299	686	...	387
	Municipal Funds	156	1,570	...	1,414
	University Funds ..	2,446	2,499	...	53
	Other sources ..	305	178	127	
	Total ..	9,491	8,185	1,306	
Number of holders of	Government and University Open Scholarships.	35	43	...	8
	Jubilee Scholarships	13	9	4	
	Other Scholarships	4	21	...	17
	Total ...	52	73	...	21

The apparent increase in the amount of Government and Jubilee Scholarships is chiefly caused by the action of the Accountant-General, who raised certain objections to the payment of 22 Government and Jubilee Scholarships for 1887-88. These scholarships we were allowed to draw in 1888-89. Four additional Jubilee Scholarships have been granted this

* *Note by Director, Public Instruction.*—The Inspector has been requested to report on this matter.

Appendix A. Government College, Lahore.

year. The District and Municipal Scholarships have decreased considerably. During the year only two districts have continued their scholarships. The decrease in the Municipal Scholarships arises from the Amritsar Municipality having limited its scholarships to students reading at Amritsar Local Board College. In December 1887, the Anjuman-i-Islâmiya granted us four scholarships, 4 monthly instalments of which were included in our last year's report. One of these scholarships has lapsed, but the other three have been continued throughout this year; thus the increase in our scholarship receipts from other sources is explained.

6. The following statement gives the classification of students according to race, creed, or sect, on the 31st March 1889:—

Class.	Hindús.	Muhammadans.	Sikhs.	Christians.	Total.
V year	8	2	...	..	10
IV year	20	13	4	...	37
III year	8	9	1	...	18
II year	32	15	5	2	54
I year	12	3	1	2	18
Total ...	80	42	11	4	137

7. The following statement shows the various classical languages studied by students of the Government College on the 31st March 1889:—

Class.	Sanskirt.	Arabic.	Persian.	Arabic and Persian.	Arabic and Sanskrit.	Sanskrit and Persian.	Total.
IV year	4	...	27	6	...	...	37
III year	1	...	17	...	...	...	18
II year	3	...	44	6	...	1	54
I year	5	...	13	...	...	...	18
Total	13	...	101	12	...	1	127

The instruction in these languages is given by the Oriental College Establishment, including the Principal of that institution.

8. The subjoined statement gives the results of the various Arts Examinations held in 1888-89 as compared with those of the last year:—

RESULTS OF EXAMINATIONS.

		1888-89.	1887-88.	Increase.	Decrease.
F. A., Calcutta ...	Candidates ...	7	14	...	7
	Passes ...	...	3	...	3
Intermediate, Punjab ...	Candidates .	57	88	..	31
	Passes ...	21	24	...	3
B. A., Calcutta ...	Candidates .	...	...	...	.
	Passes ...	...	...	..	...
B. A., Punjab ...	Candidates ...	38	39	..	1
	Passes ...	7*	24	..	17
M. A., Calcutta ...	Candidates ...	...	...	...	...
	Passes ...	...	...	...	...
M. A., Punjab ...	Candidates ...	11	3	8	...
	Passes ...	2	...	2	...

* *Note by Director, Public Instruction.*—Since raised to 12 in revised list issued by the University.

Appendix A. Government College, Lahore.

For the Calcutta First Arts Examination 7 candidates went up from this College. The result has not yet been published. For the Intermediate Examination of the Punjab University 57 went up as against 88 in last year, and 21 passed against 24 in the last year.

For the B. A. and M. A. Examinations of the Calcutta University no student went up from this College.

For the B. A. Examination of the Punjab University 38 candidates were sent up as against 39 in the last year, and only 7 passed as against 24 in the last year.

For the M. A. Examination of the Punjab University 11 candidates appeared and only 2 passed, both in Philosophy; 7 students who took up English failed. One student in Mathematics failed and one failed in Physics.

9. The following statement compares the results of examinations in each subject with the results for 1887-88 :—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1887-88	...	85	11	9	76	84	...	72	2	1	26
		1888-89	...	57	9	7	52	57	...	54	...	1	25
		Increase	...	...	..	...	..	..	..	..	...	...	...
		Decrease	...	28	2	2	24	27	...	18	2	...	1
	Passes	1887-88	...	63	11	4	30	49	...	56	1	1	22
		1888-89	..	42	9	4	25	38	...	49	...	...	24
		Increase	...	...	...	...	.	...	...	...	...	...	...
		Decrease	...	21	2	...	5	11	...	7	1	1	2
B.A. Examination.	Candidates	1887-88		39	1	4	28	13	3	20	9	1	12
		1888-89	..	38	6	4	34	12	2	23	8	...	8
		Increase	...	...	5	...	6	...	.	3	...	...	...
		Decrease	..	1	...	...	...	1	1	...	1	1	4
	Passes	1887-88	...	27	1	8	24	10	1	17	6	1	11
		1888-89	...	7	5	8	32	9	1	17	8		6
		Increase	...	...	4	...	8	...	...	...	2	..	...
		Decrease	...	20	...	5	...	1	...	...	...	1	5
M. A. Examination.	Candidates	1887-88	...	1	...	...	...	1	...	...	...	...	1
		1888-89	...	7	...	...	..	1	...	2	...	...	1
		Increase	...	6	...	...	...	...	...	2	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...
	Passes	1887-88	...	...	..	...	...	...	...	...	...	...	...
		1888-89	...	...	...	...	...	..	...	2	...	...	...
		Increase	...	...	...	..	...	...	...	2	..	...	...
		Decrease	...	...	...	..	...	...	...	..	...	...	...

* In the Intermediate Examination this year the most fatal subject is again Persian, as in the last year. Only 25 passed out of 52 candidates. In Mathematics 38 have passed and 19 failed. The best results in this examination are those of Arabic, Physics and Chemistry, and Philosophy. History was taken up by one candidate only, who failed. In English the result seems to be very fair, as 42 have passed out of 57.

One cannot help noting the large proportion of our F. A. candidates passed by the University this year, as compared with the exceedingly small number of B. A. candidates, who were allowed to qualify. This year our F. A. classes studied under great disadvantages. While we were waiting for Professor Pellatt's arrival, the classes had to be taught by a native Assistant Professor. During Professor Pellatt's tenure of office the teaching enjoyed by the 1st and 2nd classes was intermittent, owing to Mr. Pellatt's ill-health. Between Mr. Pellatt's withdrawal from the College and the *interim* appointment of Mr. Bagram there was another

Appendix A.

Government College, Lahore.

rather distressing period of some weeks, during which we made the best provision we could. On the other hand, the B. A. classes enjoyed uninterrupted teaching from the Professor of English. Accordingly we were less apprehensive about the result of the English B. A. Examination than about that of the F. A. English Examination. In view of these facts, it is impossible to regard the published results of these examinations as anything else than an index to the untrustworthy character of the University Examinations.

The last University B. A. Examination shows that out of 38 of our students, only 7 passed. It must be borne in mind that owing to the irregularities of the Punjab University Examinations in 1887, our B. A. candidates began work five months later than the proper time, and this was a most serious deduction from the period that should properly have been allowed to them for covering their course of study. It appears that the failures are nearly all due to the marking of one Examiner, who had never before examined for the Punjab University, and who is the same gentleman who "plucked" all the M. A. English candidates. Without for a moment wishing to reflect on the learning and ability of this gentleman, I cannot help recording my belief that he can scarcely have been made sufficiently acquainted with the standard of Examination. While our College sees with regret that only 7 of its B. A. candidates have been passed, it is certainly not less astonishing that the Examiner to whom allusion has already been made failed every B. A. candidate from the Delhi Mission College—a College proverbially well taught and successful.

In Mathematics, A course, there were three failures—of these two joined the class during the last half year of the course. The 3rd (Kunj Behárí Lál) has been in attendance throughout, but his work was interfered with by preparation for the Rurkí Entrance Examination.

Reference here to the success of a Government College student at Rurki seems proper. P. C Chandú Lál, who went to Rurkí from the 4th year class of this College, passed 3rd in the Final Examination of the Engineer class, obtaining the Rai Bahádur Kanhaiyá Lál Gold Medal and the Cautley Gold Medal for Mathematics. He was one of the only two who obtained the Higher Certificate as Assistant Engineer. The Principal remarks : "Only two students, Lála Chandú Lál and Mr. Chandú Lál, pass by the Higher Certificate, which is to be regretted, but the Ordinary Certificate requires great application to gain, and unless a student is very well prepared before entrance he hardly finds the time to master the higher Mathematics." A reference to the detailed results of the annual examination shows that P. C. Chandú Lál, of the Government College, gained the highest marks in Mechanics and Conic Sections, and also in Higher Pure Mathematics. From the fact that students do not take Mathematics at the B. A. Examination from other Institutions than the Government College, it is difficult to form any precise opinion as to their merits from their success or failure here, but at Rurkí it is possible to compare them with students from other places, and it is some satisfaction to find them acquitting themselves among the best.

Mathematics, B Course.—Of two students, one passed and one failed; the latter was irregular during last year, and this sufficiently accounts for his failure. In Mathematics, however, as well as in Sanskrit, Philosophy, Physics and Chemistry, three-fourths of the candidates have passed—a very fair result. The best results are, however, in Persian and Arabic—in the former $\frac{16}{17}$ths of the candidates have passed, and in the latter $\frac{5}{6}$ths.

In the M. A. Examination all the 7 men who took up English failed, as has already been stated. Hitherto, the University has left the M. A. candidates, in every subject, the option of going up for examination after one year or after two years. The course laid down is a two years' course ; but this year our candidates pressed very much to be allowed to appear in the examination at the end of the first year of study ; and as we had some particularly good B. A's. in more than one of the M. A. classes, we were persuaded against our better judgment to try and pass them in one year. For the first time in the history of the College the Professors, instead of generally supervising the studies of M. A. candidates, lectured to these students systematically for at least an hour every day. However, before half of the session had been completed, the Professors agreed in thinking that the experiment of trying to pass M. A. candidates in one year should not be attempted again: and hereafter we hope to be supported in our proposition that all M. A. candidates shall attend a course of daily lectures in this

Appendix A.

Government College, Lahore.

College for two years. As the table given above shows, Professor Bell, very much to his credit, has succeeded in passing his two M A. candidates in Philosophy. The results regarding all other M. A. candidates show that the Professors were right in prognosticating general failure in the attempt to pass M. A. candidates in one year. With regard to the University Examinations for the Degree of M. A. in English, it may be pointed out that, even if students diligently spend two years on their course, the results of their work will be almost a matter of chance, so long as the University, while prescribing a long list of English books to be read, adds to these the extensive subjects of "History of the English Language" and "Philology" without prescribing any text-books in these branches of learning. With regard to the desirability of prescribing such text-books, the Professors of this College have more than once made representations to the University; but, so far, the University has done nothing towards making the M. A. English course more practical. To ask students to profess the History of the English Language and Philology without prescribing text-books in these subjects is like throwing them into the ocean and telling them to swim to the other side, instead of giving them boats. It was in the History of the English Language that the gentleman who failed so many of the B.A. candidates failed all or nearly all the M. A. candidates.

Physical Training and Games.

10. The amount realised during the year on account of subscriptions to the College Union Club came to Rs. 329. With this amount in hand, and other small subscriptions, the Club has continued its various athletic exercises; cricket and tennis being the most generally patronised. The students, superintended by the Vice-Principal, actively engaged during the cold weather in playing matches with students from other Institutions and with European Clubs. Cricket prizes were distributed to them by the Inspector of Schools, Lahore Circle.

The Vice-Principal, on behalf of the Union Club, entered into correspondence with the Deputy Commissioner of Lahore, and secured to the College students the exclusive right to play cricket on the Volunteer ground lying in front of the new Municipal building Steps are being taken to have a good grass pitch laid out in the middle of this ground before the cold weather begins.

Boarding-houses.

11. With regard to the two Boarding-houses maintained in connection with the College, I have to report that, on the whole, an improvement has been effected. Last year I obtained, through you, a grant of Rs. 566 for the purpose of furnishing a new temporary Hindú Boarding with chárpoys, daris, lamps, tables, boxes, and all other requisites for a College Boarding-house demanded by the Code. After furnishing the Hindú Boarding-house, I found that there was a small surplus left, and with this sum, in addition to certain articles of furniture already in possession of the College, I was able to furnish the Muhammadan Boarding-house without applying for any extra grant. The Muhammadan Boarding-house has, during the year, been conducted in a self-supporting and altogether excellent manner by a Committee selected from the 12 students who inhabited it. The only drawback connected with this house is that it is too small to accommodate all the Muhammadan students who would like to live in a College Boarding-house. The Hindú students have exhibited less willingness to live in such a Boarding-house, and their reluctance has, no doubt, been partly caused by the distance separating our Hindú Boarding-house from the College. In this house there is accommodation for 45 students. The total number of students, however, who joined our College this year was small; and after examining into the circumstances of each of these students, we found that we could scarcely compel as many as 45 students to live in the Hindú Boarding-house, although we have had in some months as many as 43 students in the building. During other months, such as those of the annual vacation and of Christmas and of the interval after the University Examinations, the number of students inhabiting the house diminished to nearly a fourth of the usual number. We have, therefore, found it difficult to make our income from fees and grants equal our expenditure, and on the whole year we find there is a deficit of Rs. 52-5-2. This has been the first year in which we have endeavoured to keep up Boarding-houses in which the students shall live under the strict supervision of the Professors and a paid Superintendent, and in which these students shall pay fees equivalent to their expenses, *minus* rent. It is confidently hoped that the experience we have gained this year will enable us to conduct the Boarding-house for Hindús next year without any deficit occurring. In order to secure this end, I have laid

proposals before you for transferring our Hindú boarders to a large and excellent house lately vacated near the College, and for withholding salary from the Superintendent during the annual summer vacation. This new house will hold 40 students, as many as we are likely to have as Hindú boarders. Its rent is Rs. 70 per mensem, whereas our present Hindú Boarding-house costs us Rs. 80 per mensem. The monthly salary of our Superintendent is Rs. 15. Thus, if my two proposals for retrenchment are adopted, we shall be able to save Rs. 165 a year, and, allowing for wear and tear and repairs and removal from one house to another, and putting good months with bad months, we should be able to support an establishment for 40 boarders in comfort. But this could only be done, provided the money, saved on house-rent and Superintendent's salary, be not withdrawn from us, but placed at the disposal of the Principal for Boarding-house expenditure; that is to say, the whole grant of Rs. 110 per mensem should be continued to the College for Boarding-house rent and expenses.

Conduct of the students, moral instruction, Debating Societies and College Library.

12. The conduct of the students throughout the year has been good. Lectures were given during the cold weather by the Vice-Chancellor of the Punjab University, Principal Lewis, F. C. Channing, Esquire, and Vice-Principal Mr. Robertson. The subjects treated by these gentlemen, respectively, were: Marcus Aurelius, Charles Darwin, Socrates and Charles Kingsley. These lectures were attended by all the students of the College, and by a fair number of the general public. They were listened to with great attention, and doubtless made their mark. Their influence has since been extended by their publication in the *Punjab Magazine*. It is hoped that next year this experiment will be followed by an extended series of lectures on moral subjects.

The College Union Club and Debating Society has held regular meetings throughout the year, and has occasionally been addressed by the Professors, while the students themselves have discussed various subjects in an interesting and sometimes really able manner. This Club continues to support a Reading-room, in which various European papers and approved Native Journals are to be found.

The provision of Rs. 200 per annum for the purchase of Library books was utilised during the year, and some valuable books were procured from England.

13. The general progress of the College during the year, considering competition and other adverse circumstances, may be regarded as satisfactory. I have to thank my College colleagues for the diligent way in which they have discharged their duties. I must further thank Dr. Stein, Principal of the Oriental College, for his courtesy in delivering to some students of this College a course of lectures on Comparative Grammar.

ERIC ROBERTSON,

Offg. Principal, Government College, Lahore.

2nd May 1889.

Appendix B.

St. Stephen's Mission College, Delhi.

APPENDIX B.

REPORT ON ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1888-89.

Staff.

1. During the year under report Mr. Wright acted as Principal of the College till October 1888, when on my return from furlough I resumed charge of the work.

Bábú M. C. Mukarjí, B.A., a former student, gave lectures in English to the first year students from April to August. Otherwise there was no change in the Teaching Staff during the year.

Number and distribution of Scholars.

2. The following table shows the number and distribution of the students on March 31st, 1889, as compared with those of the corresponding date in 1888 :—

		1888-89.	1887-88.	Increase.	Decrease.
Intermediate Class	First year	14	10	4	..
	Second year ..	13	26	...	13
B. A. Class.	Third year .	6	5	1	...
	Fourth year ...	6	6	...	...
M. A. Class		1	...	1	
Total		40	47		7

The only point calling for notice is the appearance for the first time of a student in the M. A. Class. The student is Tasadduq Husain, who passed the B. A. Examination in 1887, and has obtained a Jubilee Scholarship which enables him to continue his studies. The disastrous result of the B. A. Examination leaves him alone in his glory for the present year, but I hope we shall in future be able to maintain the class which we have long been wishing to start.

The average number on the rolls during the year was 40, and the average daily attendance 38, as compared with 45 and 42, respectively, for the previous year.

The distribution of students as regards race and religion on March 31st, 1889, was as follows :—

Christians	2
Muhammadans	6
Hindús	31
Sikhs	1

Expenditure and fees.

3. The following table gives the detail of expenditure for the past year as compared with that for 1887-88 :—

From	1888-89.	1887-88.	Increase.	Decrease.
Provincial Revenues	5,400	5,400	...	...
District Funds		...	...	...
Municipal Funds	1,200	1,200	..	...
Fees	2,288	2,254	34	...
Subscriptions	...	...	...	...
Endowments and other sources ..	8,716	8,728	...	12
Total	17,604	17,582	22	...

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Owing to the much smaller number of entries in the first year as compared with that of 1887, the income derived from fees has, it will be seen, very slightly increased. As we depend on this increase in the fees to enable us to meet such incidental outlay as is required for the College Library and Laboratory, we are a good deal hampered by the stationariness of our income in this respect. Formerly we had a small reserve fund on which we could indent for such purposes. But this has been exhausted, and there is no longer any margin for extra expenses. Leave was given me last year to apply for a special grant for additional scientific apparatus, but it would be a further boon if a small annual grant-in-aid could be sanctioned to help us to meet the current expenses of the Laboratory and to add such books to the Library as the needs of our work require.

The number of students on half-fees during the year was 3.

Scholarships.

4. The following statement shows the number of scholarship-holders and the sources from which their scholarships were defrayed :—

		1888-89.	1887-88.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	722	1,108	...	386
	District Funds	..	216	...	216
	Municipal Funds	...	...	...	...
	University Funds	524	710	...	186
	Other sources	761	491	270	...
	Total	2,007	2,525	...	518
Number of holders of	Government and University Open Scholarships	8	12	...	4
	Jubilee Scholarships	1	..	1	...
	Other Scholarships	5	8	...	3
	Total	14	20	...	6

The scholarships noted as from "Other sources" are those given by the Mission to poor but deserving students, who have done well in their first year of study. As far as possible, I make the tenure of these scholarships conditional on the holders not being engaged in private tuition, as the extent to which this is resorted to as a means of making ends meet is very prejudicial to study and one of the causes of the great number of failures in examinations.

Results of Examinations.

5. The following table shows the results of examinations as contrasted with those for the previous year :—

		1888-89.	1887-88.	Increase.	Decrease.
Intermediate, Punjab.	Candidates	13	23	...	10
	Passes	1	7	...	
B.A., Punjab.	Candidates	6	6	...	...
	Passes	...	3	...	3

Appendix B.

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RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian	Mathematics.	Philosophy.	History and Political Economy.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1888-89	13	3	5	5	13	13	6	6
		1887-88	23	1	10	12	23	23	7	16
		Increase	.	2	.	.	.	.	.	.
		Decrease	10	.	5	7	10	10	1	10
	Passes	1888-89	10	3	3	2	3	12	4	4
		1887-88	15	1	7	8	13	16	6	10
		Increase	...	2	..	...	..	. .	...	...
		Decrease	5	...	4	6	10	4	2	6
B. A. Examination.	Candidates	1888-89	6	...	3	3	..	3	5	2
		1887-88	6	...	...	6	. .	...	6	4
		Increase	...	.	3	...	...	3	...	...
		Decrease	...	...	...	3	...	...	1	2
	Passes	1888-89	1	...	2	3	...	2	5	.
		1887-88	4	.	...	6	...	...	4	4
		Increase	...	...	2	..	...	2	1	...
		Decrease	3	...	...	3	...	...	..	4

The year under report has been the most disastrous in its examination results of any since the College has been in existence. In the B. A. the failures were almost entirely in English. One who failed in this subject was, I think, the best student we ever sent up; and when I recollect that three years ago six out of eight sent up passed the examination, though they were in no way superior to the students who presented themselves this year, it is hard to avoid the conclusion that the examinations, as at present conducted, are worthless as a means of ascertaining the real merit of the candidates sent up. The Intermediate failures were chiefly in Mathematics; and as the examination in that subject was admittedly easy, we have taken the blame to ourselves, and are trying to find out and remedy the weak spot in our system. The report sent by the Examiner has been a great help in enabling us to do this. It would add immensely to the good done by the examinations if the Examiners (when suitable persons are chosen) were required to send in similar reports of the work done immediately after the results are published, and these reports were sent round to the Principals of affiliated Colleges. It would be of great advantage, too, if some arrangement could be made for having the marks obtained sent to the Principals, not for communication to the students, but for the information of the Professors. The Registrar is, I believe, willing that this should be done, if it could be arranged that the Colleges should pay for the copying out of the marks. This might, I think, be managed without difficulty, and I fancy we should gladly fall in with the arrangement.

Physical Training and Games.

6. There is nothing special to report under this head. Our limited accommodation and, still more limited funds, do not enable us to develop gymnastics to any great extent. Here, again, I think it well to state that a small grant-in-aid would be most serviceable, as we have no funds from which to provide either salary or apparatus. The gift of Rs. 100, which His Honor the Lieutenant-Governor so kindly presented on the occasion of his visit to the College last December, enabled us to add a little to the Gymnasium, but the main portion of it was devoted to the Cricket Fund, which was much in debt. The cricket week, which takes place in January, is an expensive item, though productive of great good in every way.

The Eleven (about half of which is drawn from the College) were very successful this year, winning four out of five matches played. The College Eleven, denominated by Mr. Wright "The Ancient Mariners" in his report last year, has made distinct progress, and may now be reckoned as a regular institution. One or two of the Native Professors in the College have taken an active part in it, and the Arabic Maulavi announces his intention to follow suit next year. I have not seen my way to enforce athletic exercise as a *sine qua non* for our students, but I heartily concur in the suggestion made by Mr. Robertson in his report last year, that a column should be introduced

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in College certificates in which the proficiency of the student in such exercises should be stated. This would tend of itself to induce students to take part in one or other of the athletic exercises open to them.

Boarding-house.

7. The number of students resident during the year was very small, only 5 in the non-Christian Boarding-house attached to the College and 2 in the Christian Hostel in our compound. Their conduct has been uniformly good.

Conduct of the students; Club, Debates, &c.

8. Only one or two serious cases of discipline fell to be dealt with. One student took leave, which had been refused to him, and sent a false *'arzí*. For this he was severely punished. Another, a Hindú, persisted in taking a fortnight's holiday, for which leave had been asked and refused, to go to a Muhammadan place of pilgrimage. The College Pandit informed me this was wholly unnecessary and decidedly improper. He had therefore to pay a heavy fine before he was re-admitted. Otherwise the conduct of the students has been very satisfactory and praiseworthy.

The meetings of the Club (in which the students of both College and School meet together for lectures, debates, games, reading of newspapers, &c.) have been held regularly every fortnight during term time; the Wednesdays of the intervening weeks being devoted to Shakespeare readings. The attendance has been good, and the interest taken by members in the Club generally is very keen.

Library.

9. The College Library has received some additions, but, for the reasons above stated (para. 3), the funds at our disposal do not enable us to spend much in this direction. This Library, as also that attached to the Club, is very largely used. The entries of books taken out in the former for the year under report were 586; in the latter 2,100. The diversified character of the books taken out bears witness to the wider interests awakened in the minds of students by their studies.

Progress.

10. In the face of the general failure as regards examination results, it may seem overbold to speak of progress. But, fortunately, examinations even in this advanced age have not yet come to be viewed as the sole tests of life and progress in an institution, and when I contrast the general character and attainments of our present students with those of the early days of our College, I can entertain no doubt as to the very definite progress that has been made. There is a vigour, a keenness, a power of thought and reflection, which our earlier students, the average number of them that is to say, used sadly to lack. And there is one special feature which I record with special thankfulness. Though we encourage the utmost freedom in our intercourse with the students, both in College and out of it, in our religious as well as our other teaching, yet there has not appeared any of that spirit of insubordination, arising from a false idea of what liberty means, which has begun to manifest itself so unpleasantly in other parts of the country. If they have a grievance they come forward and state it, and as they have hitherto always done so respectfully they are entitled to receive, and do receive, an equally respectful hearing.

"*Maxima debetur pueris reverentia.*"

It is perhaps owing to the want of recognition of this principle that the relations between teacher and student have been so strained in some parts of the country. At any rate, our relations to our students here are of the pleasantest kind, and it is a pleasure to be able to record the fact that they are so.

11. It is not pleasant, but I consider it my duty to record the fact that, notwithstanding repeated invitations, not a single native gentleman of Delhi or the district, unconnected with our Institution, has offered any prize or other reward for the encouragement of learning in our College. To the best of my knowledge there is an equal indifference displayed as regards the other Educational Institutions in Delhi (with the single exception of the Anglo Sanskrit School in which prizes are given for the Middle School Examination). When the rapidly increasing wealth of the city and the interest in higher education professed at public meetings, *samájas*, &c., are considered, this is not a very creditable state of things.

S. S. ALLNUTT,

May 27th, 1889. *Principal.*

Appendix C.

Report on the Mission College, Lahore.

APPENDIX C.

ANNUAL REPORT OF THE LAHORE MISSION COLLEGE, FOR THE YEAR 1888-89.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1888-89.	1887-88	Increase.	Decrease.
Intermediate Class...	First year ...	42	31	11	..
	Second ,, .	60	34	26	...
B. A. Class	Third year ...	7	..	7	...
	Fourth ,, .	...	..	...	...
	Total ...	109	65	44	..

On May 7th, 1888, two new classes were opened, *viz.*, first and third year classes. At this time there was a large accession of students. The rooms previously occupied in the Rang Mahal proved entirely inadequate, and consequently the College was removed to a rented bungalow near the Bhátí Gate, but this, too, was soon found to be overcrowded, and a larger house in Old Court Street was secured. In this building the regular work of the College was carried on until April 9th, 1889, when the class-rooms in the new College building being ready for occupancy, we removed the classes thither.

The highest enrolment during the year was in the month of October 1888, when there were 134 students in attendance.

The following table shows the expenditure on establishment and contingencies:—

From	1888-89.	1887-88.	Increase.	Decrease.
Provincial Revenues	3,600	3,300	300	...
District Funds	...	...	..	...
Municipal Funds	...	...	...	...
Fees	3,520	934	2,586	...
Subscriptions	11,129	7,381	3,748	...
Endowments and other sources ...	...	...	...	...
Total ...	18,249	11,615	6,634	...

Fees were levied during the entire year at the rate fixed in the Punjab Education Code, Section A., Chapter VI., Articles 156, 157 and 158, *viz.*, 75 per cent. of the rate prevailing in Government Colleges.

Scholarships.—The table below contains a statement as to all Scholarships received through us by our students :—

		1888-89.	1887-88	Increase.	Decrease.
Expenditure.	Provincial Revenues	2,071	398	1,673	...
	District Funds	...	...	...	...
	Municipal Funds	345	383		38
	University Funds	363	90	273	...
	Other sources	310	110	200	...
	Total ...	3,089	981	2,146	38
Number of holders of	Government and University Open Scholarships	15	7	8	...
	Jubilee Scholarships	8	2	6	...
	Other Scholarships	6	6	...	..
	Total ...	29	15	14	...

RESULTS OF EXAMINATIONS.

		1888-89.	1887-88.	Increase.	Decrease.
F. A., Calcutta ..	Candidates ...	8*	...	8	...
	Passes ...	3	...	3	...
Intermediate, Punjab	Candidates ..	60	31	29	...
	Passes ...	15	9	6	...

* Out of 8, 2 students were absent, so 3 passed out of 6.

The unusual size of our second year class was partly due to an influx of failed candidates from other Colleges. Of these some were hopelessly weak in certain subjects, and though we allowed them to appear, we had little hope of a much greater number of students passing than actually did so. The greatest number of failures in both 1887-88 and 1888-89 were in Persian. In both cases some of the very best students failed, while some of the poorest students, who chanced to do better in Persian, passed.

Amongst those who were successful in 1888-89 was Hákim 'Alí, who stood first in the University, being alone in the First Division. Another of our students Devi Dás, stood 2nd, and secured the Aitchison-Rám Ratan Sanskrit Scholarship as well as the Government one.

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics.	Philosophy.	History and Political Economy.	Botany.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ..	1888-89		60	4	8	48	60	54	60	..	32
		1887 88		31	...	7	24	31	23	3	...	11
		Increase		29	..	1	24	29	31	57	...	21
		Decrease...		...	...	...	...	...	...	..		
	Passes ...	1888-89		15	4	5	16	31	51	54	...	29
		1887 88		9	..	5	13	24	23	1	..	4
		Increase		6	..	...	3	7	28	53	...	25
		Decrease		...	...	...	...	.	..			...

Appendix C.

Report on the Mission College, Lahore.

Physical Training, Games, &c.

The students have been encouraged by the Professors to engage in such sports as are likely to contribute to their general health. There is a Cricket Club in connection with the College. During the cold season, Doctor Orbison and Professors Gilbertson and Mukarjí frequently joined with the students in this game.

It is our hope to be able at some time in the future to establish a gymnasium with such apparatus as may enable those pupils who cannot join in such a game as cricket to obtain needful physical exercise by other means.

Boarding-house.

In the Boarding-houses during the year there has been an average of 56 inmates. Before the close of the present year we hope to be freed from the necessity of renting, by being able to occupy the new Boarding-house which is under process of erection upon the College premises.

The conduct of our students has been, upon the whole, very satisfactory. We insist upon regularity in attendance, and strict conformity to the rules of the College.

Our period of every day is devoted to such instruction as is designed to convey to the students correct ideas, as to their relation to God and to their fellow-men. Frequent lectures have been delivered during the year to students of our own and other Colleges. These have been very well attended, and much interest has been shown.

There are two Literary Societies in connection with the college, Doctor Orbison being President of one, and Professor Gilbertson of the other. These Societies have already produced manifest good results in the added facility with which their members write and speak English.

There is a reading-room in the College building to which the students freely resort. They are provided with a number of newspapers and periodicals, which many of them peruse with interest. We feel deeply the need of a good Library, but as yet, it can only be numbered amongst those things which we hope in the future to secure.

College Building.—The main College building is almost completed, and is exceedingly well adapted to the object for which it has been erected. The new Boarding-houses are in process of erection, and will probably be completed before the end of this year. For these buildings, in addition to the grant of the site, Government has paid over to us Rs. 15,000, leaving Rs. 5,000 to be drawn during the current year. In addition to this, application has been made for an additional sum of Rs. 3,075-8-0, being one half of the further amount required to complete the building in accordance with the plan sanctioned by Government. Our application for a furniture-grant has resulted in an allowance of Rs. 850, the sum applied for being sanctioned.

We had hoped to have a formal opening of the new building before the departure for the season of His Honour the Lieutenant-Governor and others whom we should desire to have present upon such an occasion; but, owing to unexpected delay in the work, we have decided to defer such formal opening until the month of November, by which time we anticipate that both buildings will be ready for occupancy.

Changes and additions to the Staff.—In May 1888, a Persian Maulaví was employed. He is a graduate of the Oriental College, having passed the Maulaví 'Alim and Maulaví Fázil, also the Munshí Fázil Examinations.

In May 1888, J. G. Gilbertson, Esquire, M.A. (Edinburgh), was appointed Professor of Mathematics in the place of Bábú Harí Dás Chatterji, M. A., who resigned owing to illness.

In October 1888, Bábú M. C. Mukarjí, B.A., was employed as Professor of Science and Political Economy. Mr. Mukarjí is a Graduate of the Punjab University and one of the Medalists in the B. A. Examination of 1888.

In November 1888, the Principal, Rev. C. W. Forman, D.D., owing to the pressure of other duties, resigned his position in the College, and was succeeded by Rev. J. C. R. Ewing, D.D.

The Teaching Staff at present is as follows:—

1. The Rev. J. C. R. Ewing, M.A., D.D., Principal and Professor of History and English.
2. The Rev. H. C. Velte, M.A., Professor of English.
3. The Rev. J. H. Orbison, M.A., M.D., Professor of Philosophy and Chemistry.
4. J. G. Gilbertson, Esquire, M. A., Professor of Mathematics.
5. Bábú M. C. Mukarjí, B.A., Professor of Science.
6. Maulaví Muhammad Husain, M.O.L., Professor of Persian.
7. Maulaví Muhammad Báqir, Professor of Arabic.
8. Pandit Ganesh Datt, Professor of Sanskrit.

J. C. R. EWING,

Principal, Lahore Mission College.

Appendix D.

Municipal Board and Anglo Vedic Colleges.

APPENDIX D.

INSPECTOR'S REPORT ON THE AMRITSAR MUNICIPAL BOARD COLLEGE AND THE DAYA NAND ANGLO-VEDIC COLLEGE AT LAHORE.

1.—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

There are two Colleges in this Circle, teaching up to the Intermediate Standard—the Dayá Nand Anglo-Vedic College, Lahore, and the Municipal Board College, Amritsar.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1888-89.	1887-88.	Increase.	Decrease.
Intermediate Class	First year ...	25	...	25	...
	Second year ...	11	...	11	...
B. A. Class ...	Third year ...	...	...	...	...
	Fourth year ...	...	...	...	...
M. A. Class	...	...	...	...	...
	Total ...	36	...	36	...

Both together had an aggregate of 36 scholars on the 31st March, with an average attendance of 31 during the year. The average number on the rolls was 37, or slightly larger than the number of scholars on the registers at the end of the financial year.

The college department of the Dayá Nand Anglo-Vedic Institution was opened in June 1888. The excellent result of the Entrance Examination last year was taken advantage of by the Managing Committee to establish Collegiate classes. To defray the expenses of the college department a monthly subscription of Rs. 150 over and above the subscriptions for the school, was promised, and many Arya Samajís collected money at the rate of one rupee per member, and sent it to the Committee in aid of the College. The movement, therefore, may be considered as a purely Hindú effort in the cause of higher education in the Punjab. The College seems to be making good progress, as, in addition to the 15 scholars noted in the returns and now promoted to the second year class, the rolls of the first year class show 23 men.

The establishment of the Municipal Board College at Amritsar likewise took place during the past financial year. The subject of adding Collegiate classes to the Municipal Board School had been mooted for some years, and as soon as the financial difficulty had been overcome, the classes were formally commenced on the 16th May 1888. To make up the Teaching Staff the Head Master, Mr. C. Carne, was appointed Principal, and the 2nd Master, Professor, both receiving an allowance for their extra work and responsibility. To complete the staff two extra Masters were specially appointed, irrespective of the Maulaví and Pandit who teach the classical languages in the school as well as the College.

2.—EXPENDITURE.

To teach, on an average, 32 students the amount expended during the year—*i. e.*, from the foundation of the collegiate classes up to the 31st March 1889—was Rs. 5,960, towards which sum Rs. 738 was contributed by fees, or slightly more than 12 per cent.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1888-89	1887-88	Increase.	Decrease
		Rs	Rs.	
Provincial Revenues				
District Funds		...		
Municipal Funds ..	3,525		3,525	
Fees	738		738	...
Subscriptions	1,633		1,633	..
Endowments and other sources	64		64	
Total	5,960		5,960	..

As regards the Anglo-Vedic Institution, I may note that the College and the High School are intimately connected, until arrangements will be made to open the B A. classes. As the whole time of the College Staff cannot be fully occupied with the College classes, some of the teachers give lessons in the school. Accordingly the separation of the expenditure on the College from that in the High Department is rather an indication of the division of the money expended on those two branches of the Institution, than an accurate calculation. I may, however, mention that Lála Hans Ráj, B.A., gives his services, as Principal and Professor of English, gratuitously, and that Pandit Gurú Dat, M.A., similarly teaches Science to the College classes without remuneration. The total expenditure was defrayed from subscriptions, fees, and a small endowment.

On the other hand, the expenses incurred in keeping up the Collegiate classes at Amritsar was met from Municipal Funds and fees (Rs. 435) to the amount of Rs. 3,900.

3.—FEES.

The question of fees has already been incidentally touched upon, when I spoke of the sources of income of the two Collegiate Institutions. I need not, however, look upon this point, as the data are founded upon a broken period of the year, and chiefly refer to the first-year College class. I hope next year to dwell upon the important subject of fees with some emphasis.

4.—SCHOLARSHIPS.

Of the students attending the Amritsar Collegiate classes three obtained scholarships from the Municipality at the rate of Rs. 6 per mensem, and two Muhammadan students were awarded scholarships,—one of Rs. 7 by the Anjuman-i-Islámiya, Lahore, and the other Rs. 6 by a similar Association at Amritsar. Another student who had passed the Entrance Examination from the Municipal Board School, Amritsar, standing fourth on the list in the 1st Division, obtained an open scholarship of Rs. 12 from the Director, Public Instruction. As I have not inspected the Collegiate classes at Amritsar, I cannot affirm whether the rules for the award of College Scholarships by the Municipal Committee are strictly in accordance with Section D., Chapter VII., of the Education Code.* No scholarship-holder is as yet in the Anglo-Vedic College at Lahore; but I understand that the University has recently recognised the College Department, and in future scholarship-holders will be able to continue their studies in that institution.

5.—RESULTS OF EXAMINATIONS.

At the recent Intermediate Examination 10 students appeared from Amritsar, out of whom 2 were successful, both in the 3rd Division.

Note by Director of Public Instruction.—The Inspector will be requested to inquire into such matters infuture

Appendix D.

Municipal Board and Anglo-Vedic Colleges.

RESULTS OF EXAMINATIONS.

		1888-89.	1887-88	Increase.	Decrease.
F. A., Calcutta	Candidates	...	.	...	...
	Passes	...	...	...	.
Intermediate, Punjab	Candidates	10	...	10	...
	Passes	2	...	2	...
B. A., Calcutta	Candidates	..	...	...	. .
	Passes	...	...	...	...
B. A., Punjab	Candidates	...	...	...	...
	Passes	...	...	...	...
M. A., Calcutta	Candidates	..	...	...	...
	Passes	...	...	...	...
M. A., Punjab	Candidates	...	...	...	...
	Passes	...	...	...	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1887-88	...	...	...	...	...	...	..	...	..	...	...
		1888-89	...	10	3	...	10	10	...	9	2	...	...
		Increase	...	10	3	...	10	10	...	9	2	...	...
		Decrease	.	...	...	...	...	...	...	...	...	...	...
	Passes	1887-88	...	..	...	...	...	...	...	...	...	...	...
		1888-89	...	4	3	...	2	5	...	7	1	...	...
		Increase	..	4	3	...	2	5	...	7	1	...	...
		Decrease	...	...	...	...	...	..	...	...	...	...	...
B. A. Examination.	Candidates	1887-88	...	...	...	...	...	...	...	...	...	...	...
		1888-89	...	...	...	...	...	...	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	...	...	...	...
		Decrease	. .	...	...	...	...	...	...	...	...	...	...
	Passes	1887-88	.	...	...	...	...	...	...	...	...	...	...
		1888-89	...	...	...	...	...	...	...	...	...	...	...
		Increase	.	...	...	...	...	...	...	...	...	...	...
		Decrease	..	...	...	...	...	...	...	...	...	...	...
M. A. Examination.	Candidates	1887-88	..	...	...	...	...	...	..	...	...	...	...
		1888-89	...	...	...	...	...	...	...	...	...	...	...
		Increase	..	...	. .	...	...	...	...	...	...	...	...
		Decrease	...	...	..	...	...	...	...	...	...	...	...
	Passes	1887-88	..	...	...	...	...	...	...	..	...	...	...
		1888-89	...	...	...	...	...	...	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...

The failures are chiefly attributable to the high standard of Persian in which subject alone 8 out of the Amritsar candidates failed. From the Anglo-Vedic College none of the students were in a position to sit in any University Examination.

6.—PHYSICAL TRAINING.

This subject has been fully treated in Chapter IV., and I need, therefore, add nothing here, except that no arrangements for physical training and games exist in the Colleges as separate from the Schools.

7.—BOARDING-HOUSE.

There was no Boarding-house attached to the Anglo-Vedic College up to March last. Since then I understand students have been supplied with lodging and servants. At Amritsar only one College student lived in the school Boarding-house. He had to pay the same fee as the other boarders.

8.—CONDUCT OF THE STUDENTS, &c.

I have no remark to make under this head as separate from the High Schools. There are no Debating Societies entirely restricted to College students. In Amritsar the students are fortunate in having a Public Library in which they can see some daily and illustrated papers and magazines, and they can also take out books free of charge.

9.—GENERAL PROGRESS DURING THE YEAR.

Both the Collegiate Schools are of so recent an origin that little can as yet be said of their general progress. Next year, however, I hope to be able to give a favourable report.

Appendix E

Report on the Oriental College

APPENDIX E.

STATISTICAL REPORT ON THE ORIENTAL COLLEGE, LAHORE, FOR 1888-89.

The actual expenditure on the Oriental College, during the year 1888-89, has been as follows:—

	College.	*School*	*Total.*
Establishment and Contingencies ...	24,646 10 6	4,095 5 4	28,741 15 10
Scholarships, &c	6,977 9 5	899 1 1	7,876 10 6
Total Rs ..	31,624 3 11	4,994 6 5	36,618 10 4

Being an increase of Rs. 1,477-1-0 on the previous year.

The following statement shows the detail of this expenditure under each Budget Head and Sub-Heads:—

Detail of Expenditure	College Department			School Department.			Total		
I.—Instruction									
(a) *Oriental College and School Staff*	Rs	a	p	Rs	a	p.	Rs	a	p.
Principal	5,876	9	0				5,876	9	0
Sanskrit Department	3,490	2	0	647	0	0	4,137	2	0
Arabic do.	4,129	14	4	720	0	0	4,849	14	4
Persian do.	1,793	12	0	260	0	0	2,053	12	0
Gurmukhí do.	287	8	0	192	8	0	480	0	0
High School do.—Hindi Section ...	30	0	0	850	0	0	880	0	0
Do Urdú do				977	14	8	977	14	8
Endowed Readerships	4,638	5	6				4,638	5	6
English Teacher				447	14	8	447	14	8
Additional allowance to Science Lecturer, Chemicals, &c	316	3	0				316	3	0
(b) *Classes transferred to Lahore Medical College and Mayo School of Art*									
Lecturers on the Vaidya and Yúnání systems of Medicine (a)	539	6	0				539	6	0
Engineering teaching staff and drawing materials (b)	69	12	0				69	12	0
Total	21,171	7	10	4,095	5	4	25,266	13	2
II.—Scholarships and Stipends									
Endowed and other special scholarships	1,714	7	6	100	8	11	1,815	0	5
Degree Branch Scholarships	703	4	8				703	4	8
Do Stipends ...	111	11	9	133	4	2	244	15	11
Punjab University Oriental Title Scholarships	1,493	3	2	340	12	8	1,833	15	10
Oriental Title Stipends—Sanskrit	576	10	1	116	8	11	693	3	0
Do Arabic	490	5	4	119	8	0	609	13	4
Do Persian	144	10	7	5	14	6	150	9	1
Oriental Medical Stipends (a)	387	5	9				387	5	9
Engineering Scholarships (b)	460	10	8				460	10	8
Public Fund Scholarships—Provincial	825	3	11				825	3	11
Do Amritsar District and Municipal				58	7	11	58	7	11
Do Delhi District				8	0	0	8	0	0
Do Muzaffargarh				16	0	0	16	0	0
Do Sháhpur	70	0	0				70	0	0
Total	6,977	9	5	899	1	1	7,876	10	6
III.—College Library									
Additions to Library	920	4	2				920	4	2
IV.—Furniture	500	0	0				500	0	0
V.—Office Establishment and Miscellaneous Expenses									
Office and General Establishment and Contingencies	888	15	6				888	15	6
Printing Charges	31	8	0				34	8	0
Petty Establishment	146	8	0				146	8	0
Pánkha Coolies	120	0	0				120	0	0
Miscellaneous expenditure	90	5	0				90	5	0
VI.—Boarding-house Establishment, Rent &c									
Boarding house Establishment and Contingencies	438	10	0				438	10	0
Rent of Boarding-houses	336	0	0				336	0	0
Grand Total	31,624	3	11	4,994	6	5	36,618	10	4
Deduct amount spent on the Medical and Engineering classes transferred to the Medical College and Mayo School of Art, Lahore	1,457	2	5				1,457	2	5
Balance properly debitable to Oriental College and School	30,167	1	6	4,994	6	5	35,161	7	11

(a) The Oriental Medical Classes have been transferred to the Medical College, Lahore, from 1st June 1888, and the expenditure from that date does not appropriately belong to the Oriental College

(b) The Engineering Class has been transferred to the Mayo School of Art from 1st June 1888, and the expenditure from that date does not appropriately belong to the Oriental College

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	465	13	6
In the School Department	26	1	0
Total ...	491	14	6
Miscellaneous Receipts.			
Savings from stipends 26 5 11			
Sale proceeds of old furniture ... 14 2 9			
	40	8	8
GRAND TOTAL ...	532	7	2

The fees for the last five years were as follows:—

1884-85	396	7	0
1885-86	578	0	0
1886-87	757	13	9
1887-88	755	4	0
1888-89	491	14	6

The above includes Boarding-house fees.

Statistical Return of the Oriental College for the year 1888-89.

Name of Class or Institution.	No. of Scholars on the Rolls on 31st March 1889.				Average number on roll during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March 1889.						No. of Scholars on 31st March 1889 learning								Expenditure.								Annual cost of educating each Scholar.	
	Number of Institutions.	Reading for Degrees.	Reading for Intermediate, Entrance, Licentiate, or Corresponding Examinations.	Reading for Oriental Title Examinations.	Total.		Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	English.	Urdú.	Hindi.	Persian.	Arabic.	Sanskrit.	Gurmukhi.	Grants from Provincial Revenues.	Land rates or cesses.	Endowments.	Fees.	Municipal grants.	Other Sources.	Total.	Total cost.	Cost to Government.
Oriental College	1	9	5	62	76	95·2	79·29	...	...	23	7	46	...	62	11	9	4	17	31	28	8	...	...	466	200	22,096	22,762	299·5	...
Do. School	1	...	13	33	46	49·3	36·15	...	...	20	5	21	...	33	9	4	5	19	22	3	...	...	...	26	...	4,069	4,095	89·02	...
Total ...	2	9	18	95	122	144·5	115·44	...	...	43	12	67	...	95	20	13	9	50	53	31	11	...	...	492	200	26,165	26,857	388·52	...

Appendix E.

Report on the Oriental College.

The detail of the entries made in the above return is as follows :—

NUMBER OF SCHOLARS ON THE ROLL ON 31st MARCH 1889.

College Department.

Reading for Degrees—

For M. A. Degree in Sanskrit		2
Ditto in Arabic		1
For the M. O. L. Degree in Arabic		1
For the B. O. L. Degree in Urdú		5
Total ...		9

Reading for the Intermediate Examinations—

For the Intermediate Examination in Urdú ...		5
Total ...		5

Reading for the Oriental Examinations—

For the Shástrí or Honours in Sanskrit		5
For the Vishárada or High Proficiency in Sanskrit		13
For the Maulaví Fázil or Honours in Arabic ...		5
For the Maulaví 'Alim or High Proficiency in Arabic		14
For the Munshí Fázil or Honours in Persian ...		11
For the Munshí 'Alim or High Proficiency in Persian		6
For the High Proficiency and Honours in Gurmukhí		8
Total ...		62

The total number of students in the College Department ... 76

School Department.

Reading for Entrance Examination—

For the Entrance Examination in Urdú		9
Ditto ditto in Hindí ...		4
Total ...		13

Reading for the Oriental Title Examinations—

For Proficiency in Sanskrit		15
Ditto in Arabic		10
Ditto in Persian		5
Ditto in Gurmukhí		3
Total ...		33

The total number of students in the School Department ... 46

The number of students divided according to race or creed reading for each course on 31st March 1889 was as follows :—

COURSES.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Total.
COLLEGE DEPARTMENT.					
Reading for Degrees— M. A. Course	...	2	1	...	3
Reading for Degrees— B. O. L. Course	...	1	4	...	5
Reading for Degrees— M. O. L. Course	...	...	1	...	1
Reading for the Intermediate Examination	...	...	4	1	5
Ditto Honours in Sanskrit	...	5	...	...	5
Ditto High Proficiency in Sanskrit	...	13	...	...	13
Ditto Honours in Arabic	...	...	5	...	5
Ditto High Proficiency in Arabic	...	...	14	...	14
Ditto Honours in Persian	...	...	11	...	11
Ditto High Proficiency in Persian	...	...	6	...	6
Ditto ditto in Gurmukhí	...	2	...	6	8
Total College Department	...	23	46	7	76
SCHOOL DEPARTMENT.					
Reading for the Entrance Examination, Oriental Faculty.	..	5	6	2	13
Ditto Prajna or Proficiency in Sanskrit	...	15	...	...	15
Ditto Maulaví or Proficiency in Arabic	...	...	10	...	10
Ditto Munshí or Proficiency in Persian	...	...	5	...	5
Ditto Buddhimán or Proficiency in Gurmukhí	...	...	...	3	3
Total School Department	...	20	21	5	46

The number of scholarship-holders and stipendiaries on 31st March 1889 and the average expenditure per student was as follows :—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government scholarship-holders ...	6	11·5
University ditto	17	8·5
Endowed or special*	12	8·4
Stipendiaries	33	2·1
District Board scholarship-holders ...	1	10·0
Getting no scholarship or stipend ...	9	...
Total ...	78	...
School Department.		
University scholarship-holders	6	5·84
Endowed or special	2	3·
Stipendiaries	13	2·39
Getting no scholarship or stipend ...	25	...
Total ...	46	...

* Including the Bahawalpur Arabic Scholar and Dr. Rattigan's Sanskrit Scholar who did not belong to any of the College Classes.

Appendix E.

Report on the Oriental College.

The following table shows the number of students of each class who went up for the University Examinations in 1889, and of those who passed:—

Classes.		Number on the roll on 31st March 1889.	Went up for examination.	Number passed.	Percentage of passed students.	Remarks.
1		2	3	4	5	6
Arts ...	Middle School Examination ...	3	3	1	33	
	Entrance, 2nd year	5	5	2	40	
	Intermediate, 2nd year	4	4	3	75	
	B. O. L., 2nd year	2	2	2	100	
	M. O. L., 1st year	1	...	...	...	
	M. A., 1st year	3	1	...	...	
Sanskrit	Proficiency, 2nd year ...	7	7	5	71	
	High Proficiency, 2nd year ...	10	10	5	50	
	Honours, 2nd year	3	3	...	...	
Arabic ...	Proficiency, 2nd year	8	7	7	100	
	High Proficiency, 2nd year ...	5	5	5	100	
	Honours, 2nd year	3	3	3	100	
Persian .	Proficiency, 2nd year	1	1	1	100	
	High Proficiency, 2nd year ...	2	2	1	50	
	Honours, 2nd year	6	5	5	100	
Gurmukhi	Honours in Gurmukhí	2	...	...	...	
	High Proficiency	5	5	3	60	
	Proficiency	2	2	1	50	
	Total	72	65	44	68%	

The following table shows the number of students on the rolls on 31st March 1889, in the Government College, Lahore, who received instruction in Oriental languages in the Oriental College:—

Name of language.	Name of Class.				Total.	Remarks.
	B. A. Class.		*Intermediate Class.*			
	2nd year.	1st year.	2nd year.	1st year.		
Sanskrit	4	1	7	5	17	
Arabic	4	...	8	2	14	
Persian	31	18	45	13	107	
Arabic and Persian ...	5	...	7	2	14	
Arabic and Sanskrit ...	...	...	...	...	...	
Sanskrit and Persian ...	...	...	3	1	4	
Grand Total ...	44	19	70	23	156	

TABLES SHOWING THE INSTRUCTION GIVEN IN THE ORIENTAL COLLEGE AND SCHOOL DURING 1888-89.

DEGREE CLASSES.

Sanskrit M. A. Class.

Vedic Literature: 3 hours weekly. Introduction into the study of the Rigveda. Interpretation of selected Hymns of the I, II, V, VII and X Mandala with special reference to Vedic Mythology and Historical Grammar. Dr. Stein. (The students also attended the Lectures on the Rigveda delivered to the Shástrí Class.)

Comparative Grammar: 2 hours weekly. Introduction into the history and method of the Comparative Grammar of the Indo-European Languages. Phonology of the Indo-European languages with special reference to Sanskrit, Persian and Gothic. Formation of Stems. Verb-Inflection. Dr. Stein. (These lectures were attended also by students of the English M. A. Class of the Government College.)

Classical Literature. *Kávya*: 3 hours weekly. Kaviraja, Raghavapandaviya. Dandin, Dasakumáracharita. Pandit Guruprasáda. *Grammar*: 6 hours weekly. Siddhántakaumudi, Purvardha. Pandit Bhagwán Dása. *Alankára:* 6 hours weekly. Visvanatha, Sahityadarpana. Pandit Sukh Dayál.

Arabic M. A. Class.

Arabic Literature: 6 hours weekly. Maqámát-i-Harirí, I—L. Diwán-i-Hamása, Báb I—II. Diwán-i-Mutanabbi, pp. 50. Shafia Mukhtasir-i-M'áni, Part I. Maulaví Abdullah.

M. O. L. Class.

Arabic: 6 hours weekly. Maulaví Ghulám Mustafa.

Maqámát-i-Harírí: 3 hours. Diwán-i-Mutanabbi, up to Báb-i-Lam: 2 hours. Diwán-i-'Alí: 1 hour.

Arabic compositions corrected.

B. O. L. Class: II. Year.

Arabic (combined with I. Year Class): 6 hours weekly.

Maqámát-i-Harírí, I—L.: 2 hours. Diwán-i-Mutanabbi, pp. 1—100: 2 hours. Shafia: 1 hour. Exercises in Arabic Composition: 1 hour. Maulaví Ghulám Mustafa.

Philosophy: 6 hours weekly. Fowler's Inductive Logic. Hamilton's Lectures on Metaphysics. Shaikh Amír 'Alí.

History and Political Economy: 6 hours weekly. Elphinstone's History of India. Collier's History of England. Fawcett's Manual of Political Economy. Shaikh Amír 'Alí.

B O. L. Class: I. Year.

Arabic (combined with II. Year Class, see above): 6 hours weekly. Maulaví Ghulám Mustafa.

Philosophy: 6 hours weekly. Hamilton's Lectures on Metaphysics. Abstract of Ray's Deductive Logic. Shaikh Amír 'Alí.

History and Political Economy (combined with II. Year Class, see above): 6 hours weekly. Shaikh Amír 'Alí.

Mathematics: 6 hours weekly. Dynamics, Hydrostatics, Statics. L. Chuní Lál.

Intermediate Class: II. Year.

Arabic (combined with I. Year Class): 6 hours weekly. Punjab University Arabic B. A. Course: 4 hours. Saba Mu'allaqa. Shafia. Exercises in Translation: 2 hours. Maulaví Rashíd Ahmad.

Logic and Political Economy: 6 hours weekly. Fowler's and Ray's Deductive Logic. Fawcett's Political Economy for Beginners. L. Chuní Lál.

Mathematics: 6 hours weekly. Plane Trigonometry. Algebra. Elementary Statics. L. Chuní Lál.

Physics and Chemistry: (combined with I. Year Class): 6 hours weekly. Everett's Physics. Roscoe's Elementary Lessons on Chemistry. Metalloids. Assistant Surgeon Amír Sháh.

Intermediate Class: I. Year.

Arabic (combined with II. Year Class, see above): 6 hours weekly. Maulaví Rashíd Ahmad.

Logic: 6 hours weekly. Fowler's Deductive Logic, Parts I., II., III. Bhái Gurmukh Singh.

Mathematics: 6 hours weekly. Euclid, Books VI and XI. Todhunter's Algebra, Chapters XX—XXXIX. L. Chuní Lál.

Physics and Chemistry (combined with I. Year Class, see above): 6 hours weekly. Assistant Surgeon Amír Sháh.

Appendix E.

Report on the Oriental College.

HIGH SCHOOL CLASSES.

Urdu Entrance Class: II. Year.

Arabic (combined with II. Year Government College Class): 6 hours weekly. Punjab University Intermediate Course: 2 hours. Mara-ul-Arwáh. Hidáyat-ul-Nahv: 2 hours. Exercises in Translation: 2 hours. Maulaví Muhammad Dín.

Mathematics: 6 hours weekly. Algebra: 3 hours. Euclid, I—IV with Deductions. Mensuration, Chapters XII—fin.: 3 hours. Maulaví Ghulám Mustafa.

History: 3 hours weekly. History of England. Maulaví Ghulám Mustafa.

Geography: 3 hours weekly. Physical Geography. Political Geography of Africa and America. Maulaví Ghulám Mustafa.

Physical Science (combined with I. Year Class): 6 hours weekly. Primers of Physics and Chemistry. Assistant Surgeon Amír Sháh.

Urdu (combined with I. Year Class): 6 hours weekly. Diwán-i-Zauq: 3 hours. Ab-i-Hayát, Part I: 2 hours. Composition: 1 hour. Maulaví Ghulám Mustafa.

Urdu Entrance Class: I. Year.

Arabic: 6 hours weekly. Miftáh-ul-Adab. Mara-ul-Arwáh: 4 hours. Arabic Reader. Exercises in Translation: 2 hours. Maulaví Rashíd Ahmad.

Mathematics: 6 hours weekly. Algebra and Arithmetic: 3 hours. Euclid, I—III. with deductions. Todhunter's Mensuration, Chapter I—XII: 3 hours. Maulaví Karm-ud-dín.

History: 3. hours. History of India. Maulaví Karm-ud-dín.

Geography: 3 hours. Political Geography of Europe and Asia. Maulaví Karm-ud-dín.

Physical Science (combined with II. Year Class, see above): 6 hours weekly. Assistant Surgeon Amír Sháh.

Urdu (combined with II. Year Class, see above): 6 hours. Maulaví Ghulám Mustafa.

Hindi Entrance Class: II. Year.

Sanskrit: 12 hours. Kálidása, Raghuvansa, Sarga I—VII. Hitopadesha. Sarala Vyákarana, Margopadesika (combined with I. Year Class): Pandit Ráma Krishna.

Mathematics: 6 hours. Euclid, I—IV. Algebra. Mensuration. Pandit Ráma Krishna.

History: 3 hours. History of India and England. Pandit Ráma Krishna.

Geography: 3 hours. Political Geography of Europe and Asia. Physical Geography. Pandit Ráma Krishna.

Physical Science (combined with I. Year Class): 6 hours. Physics and Chemistry Primers. Assistant Surgeon Amír Sháh.

Hindi (combined with I. Year Class): 6 hours. Hindí Gutka, I—III. Tulsí Raméyana, I—II. Exercises in composition. Yogí Shiv Náth.

Hindi Entrance Class: I. Year.

Sanskrit (combined with II. Year Class, see above): 6 hours weekly. Pandit Ráma Krishna.

Mathematics: 6 hours weekly. Arithmetic. Algebra. Euclid, I—II. Mensuration, I—XII. Yogí Shiv Náth.

History: 3 hours weekly. History of India. Yogí Shiv Náth.

Geography: 3 hours weekly. Political Geography of India. Yogí Shiv Náth.

Physical Science (combined with II. Year Class): 6 hours. Assistant Surgeon Amír Sháh.

Hindi (combined with II. Year Class): 6 hours. Yogí Shiv Náth.

ORIENTAL TITLES CLASSES.

SANSKRIT DEPARTMENT.

Shastri Class: I. and II. Year.

Sanskrit: 21 hours weekly.

Rigveda: Introduction into Vedic Literature and Grammar. Interpretation of Mandala II, 1-13, with special reference to modern exegesis and Sayana: 2 hours. Dr. Stein.

Śriharsha. Naishadhacharita, Sarga I—V: 2 hours. Bana. Kadambari, Purvárdha: 2 hours. Mitakshara: 4 hours. Pandit Guruprasáda

Siddhantakaumudi of Bhattojidikshita: 4 hours. Bhávabhúti, Mricchakatika: 2 hours. Pandit Bhagwán Dása.

Sankhyapravachanabháshya, Adhyáya IV—VI. Patanjalasutrabháshya, Pada III—IV. Gautama, Nyayadarsana, with Vatsyayanabháshya. Adhyáya I—II: 3 hours. Mammata, Kavyaprakása: 2 hours. Pandit Sukh Dayál.

English: 12 hours weekly. L. Shugan Chand.

Visharada Class : II. Year.

Sanskrit : 24 hours weekly.

Bhattoji Dikshita, Sidhántakaumudi, Purvárdha : 4 hours. Visvanatha, Sahityadarpana, Ucchvasa X : 2 hours. Yajnavalkya Smriti : 2 hours. Bhávabhúti, Uttararamacharita (combined with I. Year Class) : 2 hours. Exercises in Sanskrit Composition and Translation : 3 hours. Pandit Guruprasáda.

Sankhyatat tvakaumudi. Patanjala-sutra Vritti : 3 hours. Ballantyne, Nyayakaumudi : 1 hour. Nyayamuktavali (combined with I. Year Class) : 3 hours. Pandit Sukh Dayál.

Mágha, Sisupalavadha, Sarga I—X. Dandin, Dasakumaracharita (combined with I. Year Class) : 4 hours. Pandit Durgá Datta.

English : 12 hours weekly. L. Shugan Chand. (See below).

Visharada Class : I. Year.

Sanskrit : 23 hours weekly.

Bhattoji Dikshita, Siddhantakaumudi, Purvárdha : 5 hours. Visvanatha, Sahityadarpana, Pariccheda, I—VI. : 2 hours. Visvanatha, Nyayamuktavali (combined with II. Year Class) : 3 hours. Pandit Sukh Dayál.

Bhávabhúti, Uttararamacharita (combined with II. Year Class) : 2 hours. Exercises in composition and translation (combined with II. Year Class) : 3 hours. Pandit Guruprasáda.

Bharavi, Kiratarjuniya, Sarga I—X. : 4 hours. Dandin, Dasakumaracharita, Purvárdha, (combined with I. Year Class) : 4 hours. Pandit Durgá Datta.

English : 12 hours weekly. L. Shugan Chand. (See below).

Prajna Class : II. Year.

Sanskrit : 24 hours weekly.

Laghukaumudi : 6 hours. Kálidása, Kumarasambhava, Sarga I—VII. : 3 hours. Kálidása, Raghuvansa, Sarga I—III, (combined with I. Year Class) : 3 hours. Kávyadipika : 2 hours. Srutabodha : 1 hour. Pandit Máyá Rám.

Venisanharanataka : 3 hours. Hitopadesha : 2 hours. Exercises in translation : 3 hours. Pandit Durgá Datta.

Annambhatta, Tarkasangraha : 3 hours. Pandit Sukh Dayál.

English : 12 hours weekly. L. Shugan Chand. (See below.)

Prajna Class : I. Year.

Sanskrit : 24 hours weekly.

Laghukaumudi : 5 hours. Rámáyana, Bálakánda : 3 hours. Sri-Harsha, Ratnávali : 3 hours. Kálidása. Raghuvansa, Sarga, I—III. (combined with II. Year Class) : 3 hours. Srutabodha : 1 hour. Pandit Máyá Ráma.

Vishnusarman Panchatantra, I. Book : 3 hours. Exercises in translation : 3 hours. Pandit Durgá Datta.

Annambhatta, Tarkasangraha : Pandit Sukh Dayál.

English : 12 hours weekly. L. Shugan Chand. (See below).

ARABIC DEPARTMENT.

Maulavi Fazil Class : I. and II. Year.

Arabic : 24 hours weekly. Maulaví Abdullah.

Diwán-i-Hamása. Diwán-i-'Ali : 6 hours. Qází Mubárak : 4 hours. Hamdullah. Rashidiya. Mutawwal : 6 hours. Hidáya. Sadra : 6 hours. Arabic Composition : 2 hours.

English : 12 hours weekly. L. Shugan Chand. (See below).

Maulavi 'Alim Class : I. and II. Year.

Arabic : 24 hours weekly. Qází Zafar-ud-dín.

Táríkh-i-Taimúrí. Saba Muallaqa. Punjab B. A. Arabic Course : 9 hours. Qutbi. Sullam-ul-ulum. Hadiya Suadiya : 6 hours. Quduri : 6 hours. Shafia. Meyar-ul-Ash'ár : 2 hours. Arabic Composition : 1 hour.

English : 12 hours weekly. L. Shugan Chand (See below).

Maulavi Class : I. and II. Year.

Arabic : 24 hours weekly. Maulaví Momin 'Alí.

Alif Laila, Nights XXI—XL : 6 hours. Punjab University Interm. Arabic Course, from Jauhar-i-Fard to Diwán-i-Hasan inclusive : 3 hours. Kafia, Verb Inflection : 6 hours. Shar'a Tahzíb, II. Part : 6 hours. Exercises in translation into Arabic : 3 hours.

English : 12 hours weekly. L. Shugan Chand (See below).

PERSIAN DEPARTMENT.

Munshi Fazil : I. and II. Year.

Persian : 18 hours weekly. Maulaví Abdul Hakím.

Durra-i-Nádira. Ain-i-Akbarí (Introduction and concluding Chapter) : 9 hours. Qasáid-i-Badar Chách. Exercises in Composition : 9 hours.

Arabic : 6 hours weekly. Punjab University Arabic B. A. Course. Maulaví Abdul Hakim.

English : 12 hours weekly. L. Shugan Chand. (See below).

Appendix E.

Report on the Oriental College.

Munshi 'Alim Class: I. and II. Year.

Persian: 19 hours weekly. Maulaví Muhammad Dín.

Makhzan-ul-Fawáid. Abul Fazl, Daftar I: 6 hours. Insha-i-Qáim Maqám. Punjab University Persain B. A. Course: 5 hours. Akhláq-i-Násiri: 5 hours. Exercises in Composition and Translation: 3 hours.

Arabic: 5 hours weekly. Maulaví Muhammad Dín.

Miftáh-ul-Adab. Punjab University Arabic Intermediate Course: 5 hours.

English: 12 hours weekly. L. Shugan Chand. (See below).

Munshi Class: I. and II. Year.

Persian: 20 hours weekly. Maulaví Aftáb Husain, Bahawalpur Scholar.

Ihsan-ul-Qawáid, Báb I. and II. Diwán-i-Háfiz, Báb I—XI: 6 hours. Insha-i-Munír. Punjab University Persian Intermediate Course: 6 hours. Akhláq-i-Jalálí, Hissa Siyásat-i-Madan. Extracts from Násikh-ut-Tawáríkh: 5 hours. Exercises in Translation: 3 hours.

Arabic: 4 hours weekly. Maulaví Aftáb Husain.

Miftáh-ul-Adab, Verb-Inflection. Sullam-ul-Adab: 4 hours weekly.

English: 12 hours weekly. L. Shugan Chand. (See below).

GURMUKHI DEPARTMENT.

Vidvan Class: I. and II. Year.

Gurmukhi: 15 hours weekly

Dasam Granth, 10 Granthi, Charitra I—V: 3 hours. Prabodhachandrodaya, Acts I—IV. 2 hours. Aneka Darsana: 2 hours. Chandaratnavali: 2 hours. Exercises in Composition corrected. Bhái Dit Singh. Janam Sákhí of Gurú Nának: 6 hours. Bhái Gurmukh Singh.

Sanskrit: 9 hours weekly.

R. G. Bhandarkar's First Book of Sanskrit. Pandit Hemráj.

English: 12 hours weekly. L. Shugan Chand. (See below).

Buddhiman Class: I. and II. Year.

Gurmukhi: 15 hours weekly.

Adi Granth: 6 hours. Hanúmán Nátak, I. half: 2 hours. Gurbilás: 1 hour. Bhái Chandá Singh.

Sikhán-de-Ráj-dí-Vithya, pp. 1—146, 201—300: 6 hours. Bhái Gurmukh Singh

Sanskrit (combined with Vidván Class): 9 hours weekly. R. G. Bhandarkar's I Book of Sanskrit. Pandit Hemráj.

English: 12 hours weekly. L. Shugan Chand. (See below).

GOVERNMENT COLLEGE ORIENTAL CLASSES.

I. Year Class.

Sanskrit: 6 hours weekly. Vishnusarma, Panchatantra, I. Book. Kálidása, Vikramorvasi, Acts I—III. Kielhorn's Sanskrit Grammar. Dr. Stein.

Arabic: 6 hours weekly. Punjab University Intermediate Arabic Course. Mara-ul Arwáh. I—II. Exercises in Translation. Maulaví Rashíd Ahmad.

Persian: 6 hours weekly. Punjab University Intermediate Persian course: 4 hours. Ihsan-ul-Qawáid, Chapters I—III: 2 hours. Maulaví Muhammad Dín, M. O. L.

II. Year Class.

Sanskrit: 6 hours weekly.

Hitopadesha, Books II—IV. Exercises in translation from and into Sanskrit (Apte's Sanskrit Composition): 3 hours. Dr. Stein.

Kálidása, Raghuvansa, Sarga IV—VII. Saralavyákarana: 3 hours. Pandit Bhagwán Dása.

Arabic: 6 hours weekly. Punjab University Interm. Arabic Course, Extracts: 2 hours. Mara-ul-Arwáh Hidáyat-ul-Nahv: 2 hours. Exercises in Translation. Maulaví Muhammad Dín, M. O. L.

Persian: 6 hours weekly. Ihsan-ul-Qawáid: 3 hours. Akhláq-i-Jalálí, Siyásat-i-Madan: 2 hours. Revision of Punjab University Intermediate Persian Course. Exercises in composition: 1 hour. Maulaví Muhammad Dín, M. O. L.

Elementary Arabic for Persian students: 3 hours weekly. Miftáh-ul-Adab, Chapters I—III. Maulaví Rashíd-Ahmad

III. Year Class.

Sanskrit: 6 hours weekly. Kálidása Sakuntala, Acts I—IV: 2 hours. Bana, Kadambari, Purvárdha, (first half of Part 1): 2 hours. Rámáyana, Bálakánda: 1 hour. Langakshi Bhaskara, Tarkakaumudi (first half): 1 hour. Pandit Bhagwán Dása.

Arabic. No student took up this subject

Persian: 6 hours weekly. Punjab University Persian B. A. Course, pp. 1—120: Maulaví Muhammad Husain Azád.

Elementary Arabic for Persian Students: 3 hours weekly. Miftáh-ul-Adab. Maulaví Rashíd Ahmad.

IV. Year Class.

Sanskrit: 6 hours weekly. Kálidása, Sakuntala, Acts I—VII: 3 hours. Mágha, Sisupálavadha, Sarga IV—V: 2 hours. Exercises in Translation: 1 hour. Pandit Bhagwán Dása.

Arabic: 6 hours weekly. Punjab University B. A. Arabic Course. Saba Muallaqa. Maulaví Muhammad Husain Azád.

Persian: 6 hours weekly. Akhláq-i-Násiri, I, Muqála: 3 hours. Punjab University B. A. Arabic Course, Extracts: 2 hours. Exercises in Composition: 1 hour. Maulaví Muhammad Dín, M. O. L.

Elementary Arabic for Persian students: 6 hours weekly. Alif Laila, Nights I—XX. Miftáh-ul-Adab, Maulaví Rashíd Ahmad.

INSTRUCTION IN ENGLISH.

Tuition in English was organized in the school year 1888-89 in accordance with the recommendations of the Sub-Committee, appointed to consider the Re-organization of the Oriental College, for the students attending the Oriental Titles Classes. The following Classes were opened on the 1st June 1888:

I. **A Primary Class**, for students wholly unacquainted with English. This Class being attended by the large majority of the students was formed into two divisions:

A Comprising students belonging to the Sanskrit and Gurmukhí Departments.

B. Comprising students reading in the Arabic and Persian Departments.

II. **A Middle Class**, for students who had at some previous occasion received Primary instruction in English.

The Courses of Instruction from June 1888 to March 1889 were the following:—

Primary Class: 12 hours weekly. P. C. Sircar's Readers I—II, Chapters 1—3. Grammatical Primer pp. 1—48 (Orthography and Etymology)

Exercises in translation from the Vernacular into English and *vice versâ* and in writing. Transcription of Oriental Alphabets into Roman Characters.

Middle Class: 12 hours weekly. P. C. Sircar's Readers I—IV. Manual in English Grammar, published by C. V. E. S. to p. 80 (Etymology and Syntax). Exercises in translation from the Vernacular into English and *vice versâ*.—Systematic Transcription of Sanskrit, Arabic and Persian into Roman characters.

All classes were taught by Teacher L. Shugan Chand, holding an Anglo-Vernacular Senior Certificate of the Second Grade.

The number of students receiving instruction in English was, on the 31st March 1889, as follows:—

Primary Class:—		
A. Division	...	41
B. Division	...	48
Middle Class:	...	6
Total	...	95

Oriental College Library

The Library of the College has been re-organized and enlarged during the year under report.

The want of systematic subject and alphabetic Catalogues being much felt, steps were taken to prepare the materials for such catalogues in the shape of exact Title Copies of all the works extant in the Library. The preparation of these Title Copies (over 1,000 in number) on single slips was finished with the help of an additional clerk during the summer session. They were then formed into a Slip Catalogue and arranged according to subjects under 11 main and 24 sub-heads. The placing of the books in accordance with this arrangement and the compilation of an alphabetic catalogue has also been taken in hand.

The additions to the Library during the year 1888-89, for which Rs. 920-4-2 were spent, were chiefly intended to provide the College with critical editions of Oriental Classics and other standard works on Oriental Philology, published in Europe. With this view editions of the most important Vedic Texts, the Sanskrit Thesaurus of Boethlingk and Roth, a complete set of the texts published in the Bombay Government Sanskrit Series, De Goeje's Bibliotheca Geographorum Arabicorum and other standard works were added to the Library, for which a suitable room with accommodation for readers has been provided in the course of the year.

The total number of works added during 1888-89 amounts to 144, in 170 Volumes, of which 26 works have reached the Library as presents from the Asiatic Society of Bengal and private donors.

The Library was kept open for the use of readers for six hours each week day, Dr. Rattigan's Sanskrit Scholar being entrusted with the duties of Library Attendant.

House Examinations.

During the year 1888-89, 11 House Examinations by means of written papers have been held for each Class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taught in the Degree and High School Classes. For the Oriental Titles Classes 9 House Examinations were held in the different Branches of the Oriental Languages and Literatures taught, and 2 House Examinations in English.

For the I. Year Classes of the College and School an Annual Examination was held at the close of the School year, comprising 6 written papers.

Furniture.

By means of the special grant sanctioned for 1888-89 by the Syndicate and Senate of the Punjab University all Classes of the College and School were provided with suitable school forms and other necessary furniture.

Appendix E.

Report or the Oriental College.

Statistical Return of the Oriental College, Lahore, for the Year 1888-89.

1	Number of Institutions.	Number of Scholars on the roll on 31st March 1889.	Average number on the Rolls, monthly during the year.	Average daily attendance.	Number of Scholars on the 31st March, Learning			Classification of Scholars on the 31st March, according to Race and Creed.							Expenditure from								
					English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Provincial Revenues.	Local rates or cesses, i. e. District Funds.	Municipal Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Remarks.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ORIENTAL COLLEGE.																					
Direct expenditure on education, excluding Indirect Expenditure as below	1	76	95·2	79 29	62	76	22	...	...	23	7	46	...	...	..	200	466	..	22,096	22,762	
INDIRECT EXPENDITURE—																					
Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	825	70	...	...	...	5,234	6,129	
Special expenditure on furniture	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	500	500	
Boarding Charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	775	775	

Statistical Return of the Oriental College School, Lahore, for the Year 1888-89.

	No. of Scholars on the Rolls on 31st March 1889.					Average number on the Rolls monthly during the year.	Average daily attendance.	No. of Scholars on 31st March 1889, Learning			Classification of Scholars on the 31st March according to Race or Creed.							Expenditure from							Remarks.
	(a) In High stage.	(b) In Middle stage.	(b) In Upper Primary stage.	(d) In Lower Primary stage.	Total.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Provincial Revenues.	Local rates or cesses, i. e. District Funds.	Municipal Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ORIENTAL COLLEGE SCHOOL.																								
Direct Expenditure on education, excluding Indirect Expenditure as below	46	...	...	...	46	49·3	36·15	33	46	16	...	...	20	5	51	...	...	82	...	26	...	817	4,069	809
INDIRECT EXPENDITURE—																								
Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Special Expenditure for furniture and apparatus... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Boarding charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

Appendix E.

Report on the Oriental College.

APPENDIX F.

REPORT OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1888-89.

A.—NUMBER AND DISTRIBUTION OF STUDENTS ATTENDING THE COLLEGE AND SCHOOL.

	1888-89.	1887-88.	Increase.	Decrease.
Medical College.				
Punjab Government scholarship-holders	27	22	5	...
Punjab Government scholarship-holders, females	3	2	1	...
N.-W. Government scholarship-holders	15	15	...	...
Local Fund scholarship-holders	7	4	3	...
Free female students	1	...	1	...
Punjab free students	29	15	14	...
N.-W. P. free students	3	3	...	...
	85	61	24	*Nil.*
Medical School.				
Military Medical pupils	54	35	19	...
Civil Medical pupils	30	30	...	...
Hakím students	22	21	1	...
Local students	33	24	9	...
Free students	15	10	5	.
Government female students	8	6	2	...
Local female students	5	8		3
Free female students	2	...	2	...
	169	134	38	3

During the past year there were 254 students attending these institutions, of whom 85 were in the College, and 169 in the School. In each case there was a considerable increase when compared with the attendance of the previous year, since there were 24 more students in the College and 35 additional pupils in the School, or a total increase of 59 students. In the College, too, the increase was principally in the free students as they are called, who receive no scholarships but pay fees, of whom 15 additional pupils joined during the year, thus making 33 free pupils in all. In the School Department the principal increase occurred in the Military Medical pupils, as 19 additional stipends were given to this class by the Government of India. In the present year 1889 a still larger number of free students have joined both the College and School, and some difficulty will occur in arranging for the tuition of the increase among the pupils.

B.—EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES.

	1888-89.	1887-88.	Increase.	Decrease.
Medical College.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	60,765	65,697	...	4,932
Municipal Funds	1,204	1,808	...	604
Fees	*647	266	381	...
Subscriptions	15	7	8	...
Endowments and other sources	971	1,408	...	437
Medical School.				
Provincial Revenues	10,200	10,200	...	...
Municipal Funds	1,204	1,808	...	604
Endowments and other sources	1,739	1,275	464	...
Total	76,745	82,469	853	6,577

* Paid to Government.

The expenditure on the establishment of the Medical College was reduced by Rs. 4,932 last year when compared with that of the previous year owing to two of the officers, Drs. Perry and Young, being absent, and replaced by officiating officers, who drew a less amount of pay.

The expenditure from Municipalities last year in the College and School was less, as fewer instruments were bought from England.

The expenditure in the school is, of course, much less than in the College, as the teachers in the school are all Assistant Surgeons, and also the salary of the Principal is reckoned in the College expenditure, though much of his work is necessarily connected with the School.

C.—FEES.

These are only taken from students in the College, and they were only commenced in the previous year, consequently there is a large increase in the amount received, since the students of two years now pay fees, besides which the number of new students is much larger than in previous years. The amount will continue to increase till all the five years students are paying fees. It appears likely that it will be advisable to increase the amount of fees paid, which is now only 2 rupees monthly, as so large a number of students has presented themselves for admission into the College that it will be necessary to limit the numbers entering in future years.

D.—SCHOLARSHIPS AND STIPENDS.

		1888-89.	1887-88.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	*Medical College.*				
	Provincial Revenues .. .	7,697	6,632	1,065	...
	Municipal and other funds ...	538	1,438		900
	Subscriptions	..	244		244
	Medical School.				
	Provincial Revenues . .	11,348	9,288	2,060	...
	Municipal Funds ...	1,811	3,236	...	1,425
	Other sources	889	885	4	...
	Total	22,283	21,723	3,129	2,569
Number of scholarship holders.	*Medical College.*				
	Government scholarships	45	39	6	
	Municipal do.	1	2	...	1
	Other do. . . .	6	2	4	..
Number of stipend holders.	*Medical School.*				
	Government stipends .	114	92	22	..
	Municipal do. . ..	21	21	...	
	Other do.	17	11	6	
	Total .. .	204	167	38	1

Appendix F.

Report of the Medical College and School.

By scholarships are meant the monthly payments to students who are studying in the Medical College, and by stipends the monthly payments to pupils in the Medical School. Of the former nine more were given than in the previous year, but the money paid was Rs. 79 less, owing to the increase being entirely in the Entrance scholarships which are of less value. The average value of each scholarship was Rs. 158 a year, or Rs. 13-2-0 a month.

In the school there were 152 stipends, being 28 more than in the previous year, most of which were given in the Military class by Government. The total amount given as stipends exceeds that for scholarships by Rs. 5,613. The average value of each stipend is Rs. 93 per annum or Rs. 7-12-0 per month.

E.—RESULTS OF EXAMINATIONS.

		1888-89.	1887-88.	Increase.	Decrease.
Medical College.					
Junior Examination in Medicine of the Punjab University	Candidates .	12	16	...	4
	Passes	4	8	...	4
Final Examination in Medicine of the Punjab University.	Candidates...	11	20	...	9
	Passes ...	8	15	...	7
Medical School.					
Hospital Assistants and Native Doctors.	Candidates...	27	28	...	1
	Passes ...	20	26	...	6

A considerable decrease occurred during the past year in the number of students, who passed their final examination, partly owing to there being a smaller number of candidates, but also the students were not so well prepared for examination as in former years. In the College only 33 per cent. passed the Junior Examination in Medicine, and 72 per cent. passed the Final Examination, while in the previous year the percentage was 50 for the Junior and 75 per cent. for the final examination in Medicine of the Punjab University. In the School also only 74 per cent. of the candidates passed instead of 92 per cent. as in 1887-88.

F.—ATTAINMENTS OF STUDENTS AND GENERAL PROGRESS.

The education of the students who come to this institution is evidently improving every year. Last year two students who had passed the Intermediate Examination in Arts entered the Medical College. No one who had passed this examination had come previously, but in 1889 no less than eight who had passed the Intermediate Examination in Arts and one who had taken the Bachelor of Arts degree have entered as candidates.

In the School Department also it is found that the knowledge of English is much more widely diffused of late years. At present no one is allowed to enter the Military or Civil Medical Pupil Class without having first passed the Anglo-Vernacular Middle School Examination, but many of those who join the other division of this class have of late years shown a good knowledge of English, and this year scarcely any one was admitted without some knowledge of this language. The number of students, however, who have come for instruction is so large that there is reason to fear that it will not be possible to teach them so thoroughly as has been done in former years. An application has already been sent in for an additional Demonstrator of Anatomy; and, perhaps, other assistants will be needed, or else the proportion of students who pass their final examination will be diminished.

G.—OTHER POINTS OF INTEREST.

During the past year Her Excellency the Marchioness of Dufferin and Ava presided at the opening of the Lady Aitchison Hospital and also at the distribution of prizes to the students of the Medical College and School.

The Lady Aitchison Hospital will supply an additional field for clinical instruction for the female students, which may be very valuable to them.

At the distribution of prizes one of the female students, Miss H. Connor, distinguished herself by being the only student who passed the Junior Examination for Licentiate in Medicine of the Punjab University in the first division. She also obtained the Neil Silver Medal for Anatomy and the Rája of Kapúrthala's prize, and also prizes for Physiology, Materia Medica and Botany.

The new dissecting room was used for the first time, and proved to be a great improvement on the former room, which has been used as a Comparative Anatomy Museum.

A number of skeletons of animals has been prepared, including one of an elephant, one of a buffalo, and one of a horse, which will be useful to the students of the Veterinary School as well as to those who are studying Comparative Anatomy in the Medical College.

T. E. B. BROWN,

Principal, Medical College, Lahore.

Appendix G.

Middle School Prizes.

APPENDIX G.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE MIDDLE SCHOOL AND ENTRANCE EXAMINATIONS OF 1889.

I.—MIDDLE SCHOOL.

Serial No.	Names.	Nature and value of prizes.	Rs.	Conditions of award.	Names of prize winners.	Aggregate number of Marks.
	DELHI DISTRICT.					
1	Lála Sáwal Dás, Cloth-merchant.	Scholarship of Rs. 2 a month.	...	To the best pass of the Anglo-Sanskrit Victoria Jubilee High School, Delhi, provided that the candidate continues his studies further in the High Department of that School.	117, Kálí Charan, if he joins the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	465
2	Munshí Wazír 'Alí, Mír Munshí of the Nábha State.	Silver Medal ...	...	Ditto ditto	117, Kálí Charan, if he joins the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	465
3	Bábú Lekhráj, Pensioner, late Head Clerk of the Deputy Commissioner's Office, Kohát.	Cash ...	5	To the 2nd best pass of the Anglo-Sanskrit Victoria Jubilee High School, Delhi, provided that the candidate continues his studies further in the High Department of that School.	124, Súraj Mal, if he joins the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	444
	GURGAON DISTRICT.					
4	Chaudhrí Umráo Khán, Zaildár, Sohna.	Cash ...	5	To the best pass of the Sohna Vernacular Middle School.	2514, Srí Rám ...	455
5	Lálas Khushwaqt Ráe and Makhan Lál of Rewárí.	„ ...	11	To the best pass of the Saráogí caste in the Gurgáon District among the Anglo-Vernacular candidates.	No such candidate.	...
6	Lála Harí Rám, Honorary Magistrate, Rewárí.	„ ...	5	To the best pass in English of the Municipal Board School, Rewárí.	78, Dín Dayál, I ...	104
7	Lála Net Rám of Rewárí.	„ ...	10	To the best pass of the Municipal Board School, Rewárí.	70, Kishan Sarúp ...	594
8	Ráo Judhishtar Singh of Rewárí.	„ ...	10	To the best pass in the District among the sons of agriculturists.		...
9	Chaudhrí Bihárí Lál, Bhárawás.	„ ...	5	To the best pass in Sanskrit of the Municipal Board School, Rewárí.	71, Dín Dayál, II ...	108
10	'Alí Asghar, Palwal ...	„ ...	5	To the best pass of the Palwal School.	2502, Zoráwar Singh	338
11	Qází Muhammad Yahya	„ ...	5	Ditto ditto.	2502, Zoráwar Singh	338
	KARNAL DISTRICT.					
12	Municipal Committee, Karnál	Watch ...	10	To the best pass of the Municipal Board School, Karnál.	290, Saiyad 'Alí	492
		„ ...	8	To the 2nd best pass of the Municipal Board School, Karnál.	294, Áftáb Husain...	404
	UMBALLA DISTRICT.					
13	Jíwan Kishor, Clerk of Court, Umballa City.	Silver Medal ...	...	To the best pass of the Municipal Board School, Umballa City, provided that the candidate takes up Sanskrit as his 2nd language.	No such candidate.	

* Prize not awarded on account of the death Ráo Judhishtar Singh.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.	Rs.	Conditions of award.	Names of prize winners.	Aggregate number of Marks.
	UMBALLA DISTRICT—CONCLUDED.					
14	Khán Sáhib Najíb Khán, Legal Practitioner, Umballa.	Cash ...	5	To the best pass among the successful Rájpút candidates in the Umballa District.	2629, Núr Muhammad, Naráingarh School.	279
15	Alah Dád, Head Mathematical Teacher, Mission High School, Umballa.	Time-piece (worth)	6	A prize of Rs. 8-8-0 to the student who stands first among the passed candidates who have not previously gone up for the Middle School Examination, provided he passes in Arabic or Sanskrit, and provided also that he be a student of the Umballa City. If such successful candidate be from the Umballa District, the prize will be a time-piece of the value of Rs. 7, and if from any other District the prize will be a time-piece of the value of Rs. 6.	219, Bhola Náth, St. Stephen's High School, Dehli.	642
	JULLUNDUR DISTRICT.					
16	Ráe Sálig Rám and Lála Bálak Rám, Honorary Magistrates, Jullundur.	Silver Kalamdán (worth)	10	To the best pass of the Municipal Board School, Jullundur.	519, Ghulám Muhaiud-dín.	493
17	Lála Thákar Dás, Member, Municipal Committee, Jullundur.	Cash ...	5	To the best pass in Physical Science among the candidates of the Municipal Board and Mission Schools, Jullundur.	557, Táj'Alí, Mission High School, Jullundur.	80
18	Mahar Nizám Dín, Honorary Magistrate, Jullundur.	,,	5	To the best pass in Mathematics among the candidates of Municipal Board School, Jullundur.	536, Murárí Lál, M. B. School, Jullundur.	86
19	Bábú Amír Chand, Honorary Magistrate, Jullundur.	,, ...	5	To the best pass in English among the candidates of the Municipal Board and Mission Schools, Jullundur.	538, Devf Dittá, Municipal Board School, Jullundur.	118
20	Lála Sheo Lál, B.A., District Inspector of Schools, Jullundur.	,, ...	5	To the best pass among the girls in the Punjab.	None passed.	...
21	Shaikh Mahbúb Bakhsh, Member, Municipal Committee, Jullundur.	,, ..	5	To the best pass in Urdú among the candidates of the Municipal Board and Mission Schools, Jullundur.	525, Kishan Diyál, Municipal Board School, Jullundur.	79
22	Lála Shí Rám, Member, Municipal Committee, Jullundur.	,, ..	5	To the best pass in compulsory subjects among the candidates of the Municipal Board and Mission Schools, Jullundur.	519, Ghulám Muhaiud-dín, Municipal Board School, Jullundur.	344
23	Mián Bágbe Khán, Honorary Magistrate; Ghulám Ahmad and Sher Muhammad Khán, Municipal Commissioners, Jullundur.	,, .	6	To the best pass in Persian among the candidates of the Municipal Board and Mission Schools, Jullundur.	555, Nabí Bakhsh, Mission High School, Jullundur.	90
24	Malak Haidar Bakhsh, Member, Municipal Committee, Jullundur.	,	2	To the best pass in Geography among the candidates of the Municipal Board School, Jullundur.	519, Ghulám Muhaiud-dín.	36

Appendix G.

Middle School Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.	Rs.	Conditions of award.	Names of prize winners.	Aggregate number of Marks.
	JULLUNDUR DISTRICT—CONCLUDED.					
25	Chaudhrí Ghulám Nabí, Chairman, Local Board, Phillour.	Cash ...	5	To the best pass from the candidates of Phillour School.	2839, Chand Lál ...	455
26	Chaudhrí Khazán Singh, Member, Local Board, Phillour.	,, ...	5	To the best pass in Mathematics among the candidates of the Municipal Board School, Phillour.	2839, Chand Lál ...	154
27	Chaudhrí Shám Singh, Zaildár, Bangah.	,, ...	2	To the best pass of the Bangah School.	2908, Bhagat Singh...	493
28	Bábú Chúbr Singh, Head Master, Kartárpur School.	,, ...	5	To the best pass in Urdú of the Municipal Board School, Kartárpur.	554, Sáwal Saháe ...	85
29	Achal Singh, Zaildár, Jandusingha,	,, ...	2	To the best pass in Mathematics in the Jullundur District.	2849, Barkat 'Alí, M. B. School, Núrmahal.	210
30	Gurditta Mal, President, Municipal Committee, Kartárpur.	,, ...	7	To the best pass of the Kartárpur School ... Rs. 3-0-0 To the 2nd best pass of the Kartárpur School ... ,, 2-8-0 To the 3rd best pass of the Kartárpur School ... ,, 1-8-0	554, Sáwal Saháe ... No candidate. Ditto.	454
	KANGRA DISTRICT.					
31	Bakhshí Jaishí Rám, Pleader, Dharmsála.	Waterbury Watch (worth).	8-8	To the best pass in the Kángra District.	419, Núr Ahmad, District Board School, Pálampur.	508
32	Rája Amar Chand of Nádaun.	Silver Medal (worth).	6	To the best pass of the Nádaun School.	2676, Saiyad Jalál...	444
33	Ditto ...	Ditto ...	4	To the 2nd best pass of the Nádaun School.	2679, Muhammad Munír Khán.	440
34	Ganesh Dás of Nádaun...	Cash ...	4	To the best pass in Mathematics of the Nádaun School.	2675, Atar Singh ..	90
35	Pírú Sháh of Nádaun ...	Urdu Dictionary, Rs. 2-12-0; Pen-case, Rs. 1-4-0.	4	To the best pass in Urdú of the Nádaun School.	2676, Saiyad Jalál . .	63
36	Srí Rám, Teacher, Amtár School	Cash ...	2	To the best pass in General Knowledge among the candidates of the Amtár and Nádaun Schools.	2676, Saiyad Jalál, Nádaun School.	95
	FEROZEPORE DISTRICT.					
37	Lála Banwárí Lál, Banker.	Cash ...	5	To the best pass of the Anglo-Vernacular Cantonment School, Ferozepore.	798, Shankar Saháe	467
38	Lála Behárí Lál, Banker,	,, ...	5	To the best pass in English and Arithmetic among the candidates of the Anglo-Vernacular School, Ferozepore Cantonment.	791, Kapúr Chand. .	161

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*concld.*

Serial No.	Names.	Nature and value of Prizes.	Rs.	Conditions of award.	Names of prize winners.	Aggregate number of Marks.
	LAHORE DISTRICT.					
39	Lála Ruchí Rám, Sahní, M.A., Assistant Professor, Government College, Lahore.	Books to be selected by the prize man (worth).	10	To the best pass in Physics in the Punjab.	419, Núr Ahmad, District Board School, Pálampur, District Kángra.	111
40	Bábú Sasí Bhúshan Mukarjí, M. A., B. L., Honorary Secretary, Punjab Science Institute, Lahore.	Ditto ...	10	To the second best pass in Physics in the Punjab.	70, Kishan Sarúp, M. B. H. School, Rewárí.	110
41	Munshí Guláb Singh, Proprietor, Mufíd-i-'Am Press, Lahore.	Silver Medal (worth).	20	To the best pass in the Punjab.	219, Bhola Náth, St. Stephen's High School, Delhi.	642
	GURDASPUR DISTRICT.					
41½	Lála Gurcharan Dás, President, Municipal Committee, Gurdáspur.	Medal ...	10	To the best pass in English from the Municipal Board School, Gurdáspur.	1564, Muhammad Bakhsh.	99
	SIALKOT DISTRICT.					
42	Agha Muhammad Shahbáz Khán, Raís, Siálkot.	Modal Rs. 15 Books „ 10	25	To the best pass among the Anglo-Vernacular candidates in the Siálkot District.	1662, Kesar Singh, Scotch Mission High School, Siálkot.	554
43	Ditto ...	Ditto ...	25	To the best pass amongst Muhammadans from the Municipal Board School, Siálkot.	1689, Muhammad Dín.	539
	JHELUM DISTRICT.					
44	Ghulám Husain, Raís, of Patwálí.	Cash ...	2	To the best pass from the Talagang School.	3497, Lál Singh ...	299
	SHAHPUR DISTRICT.					
45	M. F. O'Dwyer, Esquire, Assistant Commissioner, Sháhpur.	Watch (worth)	10	To the best pass from Davies' School, Sháhpur, provided that the candidate's residence is in Sháhpur.	No candidate.	
46	Malik Devi Dás ...	Cash ...	5	To the best pass of the Bhera School.	1934, Chandar Bhán.	374
47	Alam Dín, Namtás ...	„ ...	3	To the best pass from the Miáni School.	1970, Abnáshí Rám.	361
48	Malik Sáhib Khán, Hamoka.	„ ..	3	To the second best pass from the Khusháb School	3463, Gurditta Rám.	325
49	Bahádur Khán, Biloch ...	„ ...	3	To the best pass from the Khusháb School	3474, Hidáyat Sháh.	345
50	Municipal Committee, Bhera.	„ ...	5	To the best pass from the Bhera School.	2934, Chandar Bhán,	374
	DERA ISMAIL KHAN DISTRICT.					
51	Jan Lál, Náib-Tahsíldár, Kuláchí.	Cash ..	2	To the best pass in Euclid and Algebra from the Kuláchí School.	3707, Locha Rám ...	81
	DERA GHAZI KHAN DISTRICT.					
52	Sir Nawáb Imám Bakhsh Khán, K.C.I.E.	Cash ...	20	To the best pass among the candidates of the D. B. School, Rujhan.	None passed.	
53	Sardár Jalál Khán Tumandár, Gurcháni.	„ ...	5	To the best pass of the Jámpur M. B. School.	3745, Chola Rám ...	405

Appendix G.
Entrance Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY &c.—*contd.*

II.—ENTRANCE EXAMINATION.

Serial No.	Names.	Nature and value of prizes.		Conditions of award.	Names of prize winners.	Aggregate number of Marks.
			Rs.			
	DELHI DISTRICT.					
1	Lála Hardhián Singh, Honorary Magistrate.	Silver Medal		To the best pass of the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	15. Mumtáz Husain.	320
2	Bábú Thákur Dás, Proprietor of copy-right of Fallon's Dictionary.	A copy of Fallon's English-Hindústání Dictionary.	..	To the second best pass of the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	16. Badrí Parshád.	293
3	Lála Kanhaiyá Lál, late Assistant Inspector of Schools, Delhi Circle.	Silver Medal (worth)	10	To the best pass in Sanskrit among the candidates of the Victoria Jubilee High School, Delhi.	No such candidate.	
	GURGAON DISTRICT.					
4	Lálas Bihárí Lál and Ganeshi Lál of Rewárí.	Watch (worth)	10	To the best pass in the Province.	657 Nihál Singh, Municipal Board School, Siálkot.	544
5	Qází Shams-ud-dín, Honorary Magistrate, Rewárí.	Ditto ...	50	To the best pass of the Qází Sajjáda Nashín family in the Province.	Candidates belonging to the Qází Sajjáda Nishín family to apply to Registrar, Punjab University, before 5th October 1889.	
6	Pandit Rámjí Dás, of Rewárí.	Cash ...	5	To the best pass of the Municipal Board School, Rewárí, provided that the candidate belongs to Aggarwál caste of Vaishno Dharm.	No such candidate.	...
7	Ráo Chhajjú Rám, Zaildár, Dhálúhera.	Do. .	5	To the best pass of the Municipal Board School, Rewárí.	2. Sheo Naráin	370
8	Chaudhrí Guláb Singh, Zaildár, Bhárawás.	Do. ...	5	Ditto ditto	Ditto	370
9	Matlúb Husain, Zaildár, Husain Pur.	Do. ..	2	To the best pass in Arabic of the Municipal Board School, Rewárí, provided that the candidate is a Muhammadan.	No such candidate.	...
10	Ráo Sheo Táj Singh ..	Do. ...	5	To the best pass in the District, provided that the candidate belongs to Ahír caste.	No such candidate.	
11	Lálas Sálig Rám and Harnand Ráe, Bankers, Rewárí.	Do. ...	5	To the best pass of the Municipal Board School, Rewárí, provided that the candidate is of Máhaur caste.	No such candidate.	
	JULLUNDUR DISTRICT.					
12	Pandit Jawind Lál, Member, Municipal Committee, Jullundur.	Cash	5	To the best pass in Persian among the candidates of the Municipal Board and Mission High Schools, Jullundur.	161. Durga Dás, Municipal Board School, Jullundur.	68

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*concld.*

Serial No.	Names	Nature and value of prizes.	Conditions of award	Names of prize winners.	Aggregate number of Marks.
			ENTRANCE—CONCLUDED.		
13	Mián Fazal Karím Khán, Vice-President, Municipal Committee, Jullundur.	Cash Rs. 4	To the second best pass in Persian among the candidates of the Municipal Board and Mission High Schools, Jullundur.	171. Sundar Singh, Mission High School, Jullundur.	67
14	Lála Ralá Rám, Member, Municipal Committee, Jullundur.	Do 4	To the best pass in History among the candidates of Municipal Board and Mission High Schools, Jullundur.	161. Durgá Dás, Municipal Board School, Jullundur; and 182. Daulát Ráe, Mission High School, Jullundur.	45
15	Chaudhrí Bhág Mal, Member, District Board, Jullundur.	Do. 5	To the best pass from the candidates of the Municipal Board School, Jullundur	161. Durgá Dás	431
			GURDASPUR DISTRICT.		
16	Lála Gurcharan Dás, President, Municipal Committee, Gurdáspur.	Medal Rs. 10	To the best pass in English among the successful candidates of the Municipal Board School, Gurdáspur	626. Pandit Dhaní Rám.	82
			LAHORE DISTRICT.		
17	Lála Shiv Diyál, M.A., Honorary Secretary Sukhdáyak Sabha, Lahore.	Silver Medal ... Rs. ...	To the best successful Khatrí candidate in the Punjab.	416. Amar Náth, Municipal Board School, Lahore	452
			SHAHPUR DISTRICT.		
18	J. Wilson, Esquire, Deputy Commissioner, Sháhpur.	Watch (worth) Rs. 10	To the best pass of the Sháhpur District first of his year.	765. Jiwan Mal Bhola, Municipal Board School, Bhera.	331
19	Municipal Committee, Bhera.	Cash .. 7	To the best pass of the Bhera School.	Ditto.	331
			DERA GHAZI KHAN DISTRICT.		
20	Sardár Bahádur Khán, Tumandár, Khosa.	Cash Rs. 5	To the best pass of the Dera Ghází Khán District.	No candidate.	...

Appendix H.

Report on the Central Training College.

STATISTICS, CENTRAL TRAINING COLLEGE, LAHORE.

			1888-89.	1887-88.	Increase.	Decrease.
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class	Teachers	4	2	2	...
		Others	16	13	3	...
		Total	20	15	5	..
	Junior ditto ditto	Teachers	5	6	...	1
		Others	14	16	...	2
		Total	19	22	...	3
	Senior Vernacular Class	Teachers	1	4	...	3
		Others	27	28	...	1
		Total	28	32	..	4
	Total	Teachers	10	12	...	2
		Others	57	57	...	...
		Grand Total	67	69	...	2
Expenditure	On Establishments and Contingencies.	From Provincial Revenues	11,622	12,803	...	1,181
		„ other sources*	360	360	...	...
		Total	11,982	13,163	...	1,181
	On Stipends.	From Provincial Revenues	7,916	7,204	712	...
		„ District Funds	...	...	...	...
		„ Municipal Funds	...	...	...	...
		„ Other sources	...	...	...	..
		Total	7,916	7,204	712	...
		Grand Total	19,898	20,367	...	469
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination		9	17	...	8
	Junior Anglo-Vernacular Certificate Examination		10	11	..	1
	Senior Vernacular Certificate Examination		19	16	3	...
Number of Government Stipendiaries			57	57	...	...
Ditto other Stipendiary Students			...	...	...	...
Ditto non-Stipendiary Students			...	..	...	...

* Pay of the Gymnastic Master received from the Local Municipality.

APPENDIX H.

REPORT ON THE CENTRAL TRAINING COLLEGE FOR THE YEAR 1888-89.

At the commencement of the year under review Lála Umráo Singh, M.A., was officiating as Principal, and he continued to do so until I relieved him on November 19th, on being myself relieved by Dr. Stulpnagel.

The following are the changes in the staff that occurred during the year :—

Lála Jiyá Rám, 1st Assistant Master and Translator, was sent on deputation to the Lahore Government College, as Assistant Professor, from 7th May 1888 to 9th November 1888, while Pandit Iqbál Kishan was appointed to act for him during his absence.

Munshí Umr-ud-dín, from 1st August 1888 to 13th November 1888, remained on deputation, as Assistant Inspector of Schools, Deraját Circle, while Lála Jagan Náth officiated for him.

Number and distribution of scholars.

The number on the rolls on March 31st, 1889, was 67, or two less than last year. The Senior Anglo-Vernacular class contained 20 men as against 15 last year. Of these, 4 have passed the B. A. Examination, and 1 appeared in it but failed; and 4 have passed the F. A., and 7 appeared in it but failed.

The Junior Anglo-Vernacular Class contains 19 men as against 22 last year. All these have passed the Entrance Examination of the University. The Vernacular Class contains 28 men as against 32 last year. In this class two or three men left after reading a short time and one man died. The teaching of the various classes is as prescribed in the Chapter of the Punjab Education Code on Training Institutions.

The classes were formed and in full working order within a very few days of the opening of the session.

Expenditure.

The total expenditure in the year under report was Rs. 19,898 as against Rs. 20,367 in the previous year, the decrease being accounted for by the fact that some members of the staff were on other duties and their substitutes did not receive the full salaries of the posts.

Stipendiary and non-stipendiary students.

Of the 67 students on the rolls on March 31st, 1889, 57 are stipendiaries and 10 teachers sent in for training, whose substitutes are paid from a sum set apart for that purpose. There were no non-stipendiary students, though we had one or two men who wished to join, but came too late. For the stipends there is plenty of competition, and, I think, that we are getting men of a satisfactory stamp; and I confidently expect to see the large majority of the men we have under training become schoolmasters. There must always be a few cases of men who join simply for the sake of the stipend, but I trust that the number of these is on the decrease. I use all my influence to prevent any person making a convenience of the College in this manner.

Results of the Examinations.

From the Senior Anglo-Vernacular class 15 students appeared and 9 passed—of whom two secured places in the first division. The failures were—in Science 3, in English 2, in School Management 1, and in Practice of Teaching 2.

In the Junior Anglo-Vernacular class 18 men appeared and 10 passed—3 in the first division. The failures were—in English 1, in School Management 4, and in Practice of Teaching 5. These results compare unfavourably with the previous year.

From the Senior Vernacular class 32 men appeared, of whom 19 passed —7 in the first division. There were 5 failures in Persian, 3 in Mathematics, 1 in History and Geography, 4 in Science, and 7 in the Practice of Teaching.

Criticism lessons work in the Model School, &c.

Great stress is laid on criticism lessons, and the students deliver these in turn, either to their class-fellows or to a class of the Model School. At the conclusion of the lesson (during which class-fellows take notes on the student's work in a given form) some of them are chosen to criticize, and the Principal, or whoever is in charge of the class sums up, the result of the lesson being entered in a book kept for the purpose.

Appendix H.

Report on the Central Training College.

I have not been able to make so much use of the classes of the Model School as I should have liked, for several reasons. In the first place, it is laid down that the lesson to be given before the Examiner at the close of the session shall be in English,* and it is also extremely necessary that we should give the men as much practice as possible in the use of the English tongue. For this purpose we have no better opportunities than those offered by criticism lessons. The classes of the Model School, however, to which many of the lessons would be given, cannot understand English,† and it is, therefore, necessary, if the lessons are to be given through the medium of that language, that they be delivered to the students of the College. The question is a difficult one, and I have not as yet quite made up my mind as to what is the best course to pursue. I would, of course, much rather have a lesson given by a student to a Model School Class than to fellow students, and for some reasons I would rather it were given in the vernacular. For one thing, English being a foreign language a man is often so intent upon thinking about the language he shall use that he forgets or overlooks some of his subject matter. This subject matter is often better in Normal Schools than in the Central Training College, and I account for the fact as above. In actual practice in after life many of the lessons will be given in the vernacular. Then, on the other hand, we must bear in mind the fact that the majority of our students who have even passed the B. A. can not handle English idiomatically and naturally, though they may know some thing of the literature and be able to put their ideas or their knowledge fairly well on paper. The criticism lesson in English is, as I have said, most excellent practice for these men, and it is, therefore, for many reasons necessary that the lessons or a large number of them should be delivered in English.

Of course, when men are teaching in the Model School they use the vernacular, but then these are not actual criticism lessons, and it would be impossible for me to be always with the men when so engaged.

The Science lessons are, as Mr. Bell remarked last year, the weakest, and I attribute this to several causes. In the first place, the knowledge of the men is often defective. In the second a Science lesson is the one of all others in which the haziness and want of exactness of thought, language and idiom, which are such common and prominent faults among our students in schools and colleges, are most apparent.

In a Science lesson, if a man cannot explain perfectly clearly, and if he does not know perfectly accurately, his lesson is at once an unmistakeably a failure.

Again the College is, I am sorry to say, but scantily supplied with the necessary apparatus for Science teaching.

The students of the Training College go, according to a fixed plan, to the Model School and listen to the teachers there. They also teach in the Model School in rotation.

Physical Training.

I found that Lála Sundar Dás, the Gymnastic Master, knew nothing of drill, while Munshí Ahmad Bakhsh of the Normal School was very good at drill. I therefore redistributed the work, and have given the gymnastics of the Training College men to Lála Sundar Dás and the drill to Munshí Ahmad Bakhsh. The result has been very satisfactory and the drill of the Training College men has greatly improved. I have also started a cricket club, and the men are very anxious to play lawn-tennis, and, in the course of a short time, I hope, they will play this game regularly.

Last year 14 men out of 69 got certificates in gymnastics.

Boarding-house

I have only to repeat what has been said in former years. The Central Training College has no proper Boarding-house for the students. Some are located at the Toshá Khána and some at the Hazúri Bágh. These places are unhealthy and at a considerable distance from the College, and it is extremely difficult for the Principal to see to them as much as he desires. The men also are put to great inconvenience in having a considerable distance to walk to and from their work, in addition to the accommodation provided being inadequate and poor. The buildings are such that we can have no proper reading or recreation rooms in them; they are in the city; and one, the Tosha Khána, in a close and confined situation.

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* *Note by Director, Public Instruction.*—This applies to the Senior Anglo-Vernacular class only. *Ditto ditto.* There is now a high department in the Model School, so that the difficulty referred to will be no longer felt.

If funds permit, I think a proper boarding-house should be built on the plot of ground adjoining that on which the Central Training College stands. As Mr. Bell remarked last year, the health of the students has suffered somewhat from defective boarding accommodation. As the College has no boarding-house the Principal is deprived of the opportunity of carrying out many arrangements that would have an excellent influence on the students as future Head Masters, District Inspectors, &c.

Moral Education.

I have nothing new to add on this head. Systematic and persistent endeavours are made to inculcate right principles, sentiments and practice; and such portions of the student's course as are particularly connected with moral education are specially dwelt upon. A Debating Club has been started, which holds its meetings weekly under the presidentship of myself or some other member of the College staff; the subjects for discussion are carefully chosen, and the debates are, I believe, doing the students good. The conduct of the students has been most satisfactory. They have given no trouble, have been perfectly amenable to discipline, and seem contented and happy among themselves, and I am happy to believe that a healthy moral tone prevails among them.

General progress of the students.

This has been satisfactory; house examinations have been held as laid down in the Code; and the men have acquitted themselves well as a rule. I notice a great improvement in the English spoken by the men, and the six months' training they have already had is showing fruit in a wider intelligence, better method, and increased clearness of language and thought.

I consider the intellectual calibre of the men to be quite up to, if not superior to the average that we find in our Arts College.

Employment.

Of the 19 men who passed the Senior and Junior Anglo-Vernacular Certificate Examinations the following 14 have obtained employments as under :—

Seniors.

	Rs.
Rám Dás, B.A., Head Master, Dera Isma'íl Khán ...	70
Chiranjí Lál, B.A., ditto Railway Technical School...	70
Harnám Singh (failed B.A.), 2nd Master, Mission School, Siálkot	60
Fazl Iláhí, F.A., Head Master, Quetta	100
Maula Bakhsh, F.A., M.A.O. School, Amritsar ...	50
Dowí Chand (failed F.A.), English Master, Model School, Lahore	30
Prithwi Chand (failed F.A.), 3rd Master, Municipal Board School, Siálkot	40

Juniors.

Khurshíd Ahmad, Deputy Commissioner's Office, Lahore ...	30
Ganda Mal, Mission School, Batála	20
Rája Rám, ditto Chamba	25
Shiv Saran Dás, Municipal Board School, Hoshiárpur ...	20
Sundar Rám, Aided School, Pind Dádan Khán	20
Kartá Rám, English Master, Jagráon	18
Safdar 'Alí, Municipal Board School, Gujránwála ...	25

Nearly all the vernacular men have obtained suitable work.

Staff.

The members of the staff of the Central Training College have worked earnestly and well, and I would particularly mention the name of Lála Umráo Singh, M.A., the Assistant Superintendent, from whom I have received much valuable assistance.

TRANSLATION DEPARTMENT.

A.—Lála Jiyá Rám, 1st Assistant Master and Translator, was officiating in a higher post elsewhere for six out of the twelve months under review. His literary work for the remaining 6 months is —

I.—Translation of

Here follows a list of six works.

* * * * * * *

Appendix H.

Report on the Central Training College.

II.—Revision and Correction of

Here follows a list of nine works.

* * * * * * *

III.—Compilation of

Additional matter for the Geography of the Hissár District, about 12 pages.

IV.—Review of

Here follows a list of 33 works.

* * * * * * *

B.—Munshí Umr-ud-Dín, 2nd Assistant Master and Translator, was officiating in a higher post elsewhere for three months, and is now acting as Head Master, Central Model School, Lahore. His literary work for the time he belonged to the Central Training College is :—

I.—Translation of

1. Chapter on the Department for the Vernacular edition of the Punjab Education Code.
2. Director's Circulars Nos. 15 and 17 of 28th May and 18th June 1888.

II.—Revision and Correction of

1. Geography of the Siálkot District.
2. „ „ Jullundur „

III.—Compilation of

Additional matter for the Geography of the Jullundur District, about 20 pages.

IV.—Review of

Here follows a list of 24 works.

* * * * * * *

C.—Pandit Iqbál Kishan officiated as 1st Assistant Master and Translator for six months, and has again been officiating as 2nd Assistant Master and Translator for about a month. His literary work during this period has been—

I.—Translation of

1. Chapters on Government College, Inspection and Training Institutions, together with Section G to Chapter VII. of the Punjab Education Code.
2. Director's Circulars Nos. 10 and 12 of 19th September 1888.

II.—Revision of

The Geography of the Karnál District.

III. Passing the proofs (100 pages) of the Urdú Manual of Mensuration for Patwáris and Primary Schools.

IV.—Review of

Here follows a list of five works.

* * * * * * *

D.—Lála Jagan Náth, B.A., officiated as 2nd Assistant Master and Translator during Munshí Umr-ud-dín's delegation to the Deraját, but did no literary work at all.

E.—Lála Lachhman Dás, 3rd Assistant Master and Translator, has been wholly employed in teaching work during the session except for a few days in the beginning when he

I. Translated 4 Circulars, and

II. Passed the proofs (100 pages) of the Manual of Mensuration for Patwáris and Primary Schools.

F. HADEN-COPE,

Principal, Central Training College.

APPENDIX I.

Appendix I.

Report on the Veterinary School, Lahore.

GENERAL STATEMENT, 1888-89.

			1888-89.	1887-88.	Increase.	Decrease.
Number of Scholars at the close of the year.		First-year students	* 50	29	21	...
		Second-year students or Final Class.	33	31	2	...
		Grand Total	83	60	23	...
Expenditure.	On Establishment and Contingency.	From Imperial Revenues.	17,910	19,149	...	1,239
		From Provincial Revenues.	11,419	9,930	1,489	...
		Other sources ...	...	...	...	...
		Total ...	29,329	29,079	250	...
	On Stipends	From Provincial Revenues.	...	...	...	...
		From District Funds	2,890	2,277	613	...
		From Municipal Funds.	253	204	49	...
		Other sources ...	168	168		
		Total ...	3,311	2,649	662	...
		Grand Total ...	32,640	31,728	912	
Results of Examinations ...		First Class Veterinary Assistants.	7	2	5	...
		Second Class Veterinary Assistants.	18	11	7	...
		Provincial Certificates.		...	...	
Number of Government Stipendiaries			..	..		
Do. Other Stipendiary Students			39	27	12	...
Do. Non-Stipendiary Students			33	11	22	...

* *Note by Director of Public Instruction.*—This seems to be a mistake as the total number in the school is elsewhere shown as 72.

APPENDIX I.

REPORT ON THE VETERINARY SCHOOL, LAHORE, FOR THE YEAR 1888-89.

In submitting the report of the Lahore Veterinary School for the past official year, I have the honour to direct attention, in the first place, to an increase in the number of first and second sessioners attending the school since the last report was submitted.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR 1888-89.

	1888-89.	1887-88.	Increase.	Decrease.
First-year Students	39	29	10	...
Second-year Students or Final Class	33	31	2	...
Total	72	60	12	...

The augmentation is chiefly due to the fact that a larger number of the voluntary class, or non-stipendiary students, applied for admission to the school, which shows that the institution is becoming more popular.

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES, 1888-89.

From	1888-89.	1887-88.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues	17,910	19,149	...	1,239
Provincial Revenues	11,419	9,930	1,489	..
District Funds	...	...	...	...
Municipal Funds	...	...	.	...
Fees	...	...	...	...
Subscriptions	.	...	...	...
Endowments and other sources ...	...	...	...	...
Total .	29,329	29,079	250	

Expenditure.

The decrease in the expenditure under the heading of "Imperial Revenues," amounting to Rs. 1,239, arises from the saving effected in Mr. Burke's salary, no Assistant Professor having been appointed in his place.

The increase, on the other hand, under the heading "Provincial Revenues" is in part attributable to the recent appointments of additional native teachers, and, secondly, to extra expenditure incurred in support of "free patients," and also the purchase of fittings for the new hospitals completed last year.

Appendix I.

Report on the Veterinary School, Lahore.

STATEMENT OF SCHOLARSHIPS, 1888-89.

		1888-89.	1887-88.	Increase.	Decrease.
Expenditure on Stipends.	Provincial Revenues	...	...	...	...
	District Funds	2,890	2,277	613	...
	Municipal Funds	253	204	49	...
	University Funds	...	...	...	...
	Other sources, Government of India.	168	168	...	...
	Total ...	3,311	2,649	662	...
Number of Holders of.	Government Open Scholarships	2	2	...	...
	Jubilee Scholarships	...	...	...	...
	Other Scholarships from District and Municipal Funds.	39	27	12	...
	Total ...	41	29	12	...

Scholarships and Stipends.

District and Municipal Funds show a slight increase, owing to a more liberal bestowal of stipends by the "Kasúr Municipal Committee" and "Jullundur District Board."

RESULTS OF EXAMINATION, 1888-89.

		1888-89.	1887-88.	Increase.	Decrease.
Veterinary Assistants	Candidates ...	33	31	2	...
	Passes ...	25	13	12	...

RESULT OF EXAMINATION IN EACH SUBJECT, 1888-89.

		Veterinary Surgery and Medicine.	Bovine Pathology.	Materia Medica and Chemistry.	Anatomy and Physiology.
Candidates ...	1888-89	33	33	33	33
	1887-88	31	31	31	31
	Increase	2	2	2	2
	Decrease	...	...	...	...
Passes ...	1888-89	30	28	33	31
	1887-88	13	13	13	13
	Increase	17	15	20	18
	Decrease	...	...	...	...

Results of Examination.

The Final Examination was attended with more success this year, and the results may be considered satisfactory—25 out of 33 candidates passing the prescribed test, and the Board of Examiners assigned high marks to most of the students in all subjects.

The majority of the candidates had been studying over two years, and they were, as a natural result, better acquainted with all the subjects included in the curriculum, and they had necessarily more time to devote and become conversant with the practical part of their vocation, which in the eyes of the Examiners is all important.

Independent of the great advantages, derived from a prolonged course of study, the students had also the benefit in the past year of a better method and disposition of classes under the additional native teachers recently appointed on the staff of the school.

By this new arrangement in teaching each student in the different classes had the advantage of special attention on the part of the teachers in training and instruction in practical subjects, which, heretofore, it was found extremely difficult to carry through ever since the retirement of Mr. Burke as Assistant Professor, and more recently still of Bunyád 'Alí, First Hospital Assistant, a teacher of very great experience whom it was found most difficult to replace.

The newly appointed teachers have all graduated at the Lahore Veterinary School, and they would be found most valuable aids in any branch of the Veterinary Department, being well informed, very intelligent and thoroughly trained Assistants.

Two of these Assistants are fairly well acquainted with English, and, in a short time, will become proficient as teachers in this language.

The Board of Examiners in their report on the proceedings this year have recorded their opinions as to the qualifications of these Assistants, which the following extract from their report bears out :—

" The Examiners wish to record that the candidates were exceedingly well up in Anatomy, Practical Surgery, and minor operations, and that they consider that the greatest credit is due to the Demonstrator of Anatomy, Mahtáb Sháh, and House Surgeons Ghulám Hasan Khán and Sardár Sháh, graduates of the School, who have taught these subjects since the retirement of Mr. Burke."

Attainments of the students on joining, and general progress.

A large number of candidates applying for admission to the School in April 1888 were rejected at the Entrance Examination in the School, for the most part, on account of want of familiarity with animals, and inability to direct attention to this subject.

Independent of these shortcomings it was found that the majority of applicants had weak perceptive power and observing faculties.

These qaulities of the mind and eye are very important, which it is most desirable that students in the pursuit of veterinary subjects especially should possess.

In addition to the mental qualities before mentioned, the applicants for admission to the School in April 1888 were found markedly deficient in ordinary educational qualifications, and taking into consideration the various subjects which students have to learn during the two years' course, it follows that with deficient mental endowments they must labour under a very great disadvantage, added to which the task imposed upon teachers under such condition is weighty.

The subjects I allude to more especially in the course of study are Anatomy, which has to be thoroughly mastered, Comparative Physiology, and Pathology special and general, and Practical Surgery.

With regard to general progress, I may state that students have succeeded in obtaining very fair marks from Teachers and Examiners, and there is an improvement in this respect compared with the preceding year.

Any other points of interest.

With regard to the future of the School, I think it would be advisable to establish an English class, as it is found that students possessed of some knowledge of English make more rapid progress in their studies, and turn what they learn to better account than those not possessed of this advantage.

The Board of Examiners took up this subject keenly, and were much impressed with its importance, as the following extract from their proceedings indicates :—

" The Examiners recommend that such students who, in the opinion of the Principal, have sufficient knowledge of English be formed into a class as an experiment, and instructed in that language."

In bringing forward this proposal, I must explain, in the first place, that no extra expense will be entailed by the introduction of this scheme, which, I feel confident, will prove conducive to the interests of the School.

G. KETTLEWELL, Insp. Yety. Surgeon,

Principal, Lahore Veterinary School.

Appendix J.

Report on the Mayo School of Art.

APPENDIX J.

REPORT ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR 1888-89.

I have the honour to submit a report of the working of the Mayo School of Art for the year 1888-89.

Number of students.

The number of students on the rolls was 100, and the average daily attendance was 84.

This increase of 19 on the enrolled number, and 17 on the average attendance, is partly due to the fact that the Oriental College Engineering class of 15 students was transferred to the School of Art in June last.

Distribution with regard to subjects.

The distribution with regard to subjects is in three divisions, elementary work common to all, advanced studies and engineering.

Elementary.

Forty-one boys are in the elementary stage, learning free-hand drawing from the flat and from models and geometry. Of these 23 practice wood-carving and carpentry in the afternoons. Eighteen confine their attention to drawing with essays in original design for the whole of the school day.

Forty-four are more advanced, as follows :—

Advanced.

I.—Figure-drawing.—Three students (two Hindús and one Musalmán) show a desire and aptitude for more advanced study and practice figure drawing.

II.—Architectural and constructive design, &c.—Twenty youths compose this class under the direction of the Assistant Masters. Ten of these are carpenters by caste, have been trained in geometry, free-hand and mechanical drawing, practice wood-carving and study constructive design under Bhái Rám Singh. Ten are of mixed castes, and their architectural work is varied by studies in colour for decoration, &c., under Munshí Sher Muhammad.

III.—Pen-drawing.—Nine of the foregoing practice pen-drawing of architectural and other subjects for lithography and reproduction processes.

IV.—Light and Shade.—The general advancement of the upper classes of the school has warranted special attention to the study of light and shade from models. Seven youths have been engaged in this study, working with the brush and pen and with charcoal and have made excellent progress during the year.

V.—Modelling and Moulding.—This subject remains unpopular, but nine students from the foregoing classes have practiced modelling, and models have been made for wood-carving. Two native Christian youths belong exclusively to this class and have not been enumerated elsewhere.

Engineering.

Fifteen young men compose this class under Pandit Bansí Dhar.

Expenditure.

The following statement will show the amount expended during the year.

ESTABLISHMENT AND CONTINGENCIES.

From the Provincial Fund	...	Rs.	13,460
From the other sources	...	„	668
Total	...	Rs.	14,128

The increase in the expenditure is the result of a revision of the general arrangements of the School in connection with the scheme for an extension of technical education.

SCHOLARSHIPS.

The following scholarships have been held during the year :—

1.	From Provincial Funds—Thirty, varying in value from Re. 1 to 10	Rs.	1,296
2.	From District Funds—Two ...	„	167
3.	Do. Municipal Funds—Nine ...	„	429
4.	Do. University Funds—Nine .	„	461
5.	Do. Other Sources—One ...	„	13
	Total ..	Rs.	2,366

that is to say 51 scholarships.

Success of students obtaining employment.

Atma Singh was engaged as Master of a Technical School in Sindh on a salary of Rs. 40.

Ahmad Dín I. was engaged as Draughtsman to the District Board Office, Sialkot, on a salary of Rs. 25.

Rám Singh left for a post on the Archæological Survey, North-Western Provinces, on a salary of Rs. 35.

Gurdit Singh was appointed teacher in the Railway Technical School on a salary of Rs. 30.

Among those who left during the year was 'Ilm Dín, a promising youth in Bhái Rám Singh's class, who like many youths, left the School precisely at the time when he was gaining the most good from it. Gurdit Singh, another youth of similar status and acquirements and equal promise, has also left.

A very promising young man, Jai Kishan, died of consumption, and another, Karm Chand, of less talent, also passed away.

Attainments of students on joining, and their progress during the year.

The low level of general attainment of the youths who come to the school has been frequently commented on in previous reports, and there is nothing new to add on this subject. The general progress has been good, especially in the elementary classes. Many of these boys leave the school at too early an age, but the grounding they receive in practical geometry and design, &c., cannot but be of use to them.

Other points of interest.

Bombay Art Exhibition.

Prizes were offered at the Bombay Art Exhibition, held in February 1889, for the best pen-drawing and the best model in *terra cotta*, and in one or two other subjects. With the sanction of the Director of Public Instruction, a selection of students' and teachers' work was sent to Bombay. The prize for the best pen-drawing was awarded to Munshí Sher Muhammad, Assistant Teacher, and the Bombay Art Society's medal was awarded to John David, a student of the modelling class, for a portrait bust in *terra cotta* from life. Architectural drawings by Bhái Rám Singh were "commended" and "highly commended," and a similar distinction was given to Sítá Rám, a student.

Elementary drawing teaching in Industrial and other schools.

A good deal of work has been done in connection with the preparations for introducing drawing into Industrial and Ordinary schools. It is unnecessary to go into details in this place, but I may mention that Munshí Sher Muhammad and Bhái Rám Singh, Assistant Teachers, have wrought diligently and well in teaching experiments, and in the preparation of class-books.

New Museum and Technical Institute.

Designs have been prepared during the year for the New Museum, Technical Institute and additions to the School of Art. Bhái Rám Singh and some advanced students were employed on this work.

Prizes.

The silver medal given to the School by His Excellency the Marquis of Dufferin and Ava was awarded to Sítá Rám for a coloured architectural drawing made during the summer recess. The competition for this prize brought out a number of excellent drawings wrought entirely out of school. I am indebted to Mr. H. B. Baden-Powell for assistance in awarding the prize, and for critical notes on the competition.

The Lála Karm Chand Jubilee prize of Rs. 25 was awarded to Gurdit Singh for architectural drawing.

Co-operation of the Amritsar School of Industry.

Mr. E. Nicholl, who founded the Industrial School at Amritsar, has sent five promising youths from that school, well grounded in elementary work. All the Amritsar men we have had have done well, and I have to acknowledge Mr. Nicholl's cordial co-operation.

Outside teaching.

At the close of the year we were asked to supply a teacher of elementary drawing to the American Mission College, and after a few lessons given at the College four or five of the pupils came here for instruction. This branch of our work may be expected to extend.

Female class.

It is unfortunate that we have no room suitable for a female class, which would be promptly filled. The ladies on the staff of the Victoria School have worked at home from examples, &c., and have brought their work at intervals for advice and instruction. This is better than nothing, but I believe it would be possible to do much more if we had suitable accommodation.

J. L. KIPLING,

Principal, Mayo School of Art, Lahore.

Appendix K.

Educational Press and Text-Book Department.

APPENDIX K.

REPORT OF THE REGISTRAR, EDUCATION DEPARTMENT, FOR 1888-89.

At the commencement of the year under report a balance of Rs. 1-12-9 was due by Messrs. Gillon & Co. on account of Secretariat books formerly held by that firm on Commission sale. This amount has been paid.

2. A balance of Rs. 43-10-4 was due by Munshí Guláb Singh at the beginning of the year on account of books and materials which he had purchased outright from the stock of the old Book Depôt, and books of the value of Rs. 4,568-7-5 were sold to him during the year at reduced prices, making a total of Rs. 4,612-1-9.

Of this he has paid Rs. 2,742-1-5, leaving a balance on this account of Rs. 1,870-0-4 due at the close of the year (*vide* Statement I (1)). This sum he will pay during the current year. As the Munshí purchased a large number of books towards the close of the year under report, it was agreed that he should pay a part of the money during the current year.

3. A portion of the stock of the old Book Depôt was made over to Munshí Guláb Singh on commission sale. At the beginning of the year the account of commission sales showed a balance of Rs. 19,316-8-1 against the Munshí.

This represented the price realised by the Munshí on account of books which he had sold and the nominal value of books still in hand. He paid during the year Rs. 1,677-12-11, and books of the nominal value of Rs. 12,729-7-8 were returned, leaving books of the nominal value of Rs. 4,909-3-6 still in his hands. Many of these have been since returned.

4. A balance of Rs. 1,357-3-3 was due from the Munshí at the close of the last year on account of Secretariat books sold or held on commission sale, and books of the net value of Rs. 292-10-9, after allowing Rs. 10 per cent. commission, were supplied to him during the year under report, making a total of Rs. 1,649-14-0.

Of this the sum of Rs. 133-3-3 has been paid, leaving a balance of Rs. 1,516-10-9 still due to Government.

5. The actual receipts credited to Government on account of money received from Messrs. Gillon & Co., Munshí Guláb Singh, and the general public, on account of Secretariat books and the remains of the stock on commission sale and in the hands of the Registrar, amounted to Rs. 6,620-4-4 as below :—

	Rs.	a.	p.	Rs.	a.	p.
From Messrs. Gillon, & Co.—						
(*Vide* para. 1)				1	12	9
From Munshí Guláb Singh—	Rs.	a.	p.			
Books purchased outright (see para. 2) dre at the beginning of the year. ...	43	10	4			
On account of books purchased during the year.	2,698	7	1			
Commission sales (see para. 3)	1,677	12	11			
Secretariat books (see para. 4)	133	3	3			
				4,553	1	7
By Registrar, Education Department—						
Sales from old stock	2,045	6	0			
Sale of old furniture	20	0	0			
				2,065	6	0
Total ...				6,620	4	4

6. It was estimated that the old stock of the late Book Depôt, including books held by Munshí Gulább Singh on commission sale, would bring in a sum of Rs. 10,000 in round numbers (*vide* para. 13 of the last year's report).

During the year under report a catalogue of the books available for sale was compiled and circulated, the books being offered at reduced prices. The results has been that most of the books that were useful either to students or for libraries have been disposed of.

The sales to the end of March amounted to Rs. 9,402-15-2, as noted below, and books of the value of Rs. 210-11-6, at the reduced prices, were supplied free of cost to the Punjab Public Library and the Central Training College.

Books sold by the Registrar, Education Department—

	Rs.	a.	p.	Rs.	a.	p.
English Books	4,538	8	6			
Vernacular Books	3,186	9	9			
				7,725	2	3
Books sold by the Munshí—						
Net value after allowing Commission				1,677	12	11
Total				9,402	15	2

Of this, the sum of Rs. 6,421-10-0* was paid into the Treasury, leaving a balance of Rs. 2,981-5-2 still due at the close of the year, as below:—

From Munshí Gulább Singh—

	Rs.	a	p.
See para. 2, Statement I (1)	1,870	0	4
Other purchasers †	1,111	4	10
Total ...	2,981	5	2

The books remaining unsold are, with some exceptions, old books of little use that will have to be sold by public auction.

Before putting up the unsold books to auction, however, I intend to make a further reduction in their prices, and see whether by this means additional sales can be effected.

7. The following books were issued during the year by the Department:—

1. Way to Health.
2. *Tariq-us sihat* ; or Urdú translation of Way to Health.
3. District Geography of Mooltan.
4. Ditto of Montgomery.
5. *Sarf-o-Nahv Fársi.*

8. During the year under report the amount due by Munshí Gulább Singh on account of Government share of copy-right in the Departmental Text-Books was Rs. 4,860-9-10, of which Rs. 4,213-7-0 were paid, leaving a balance of Rs. 647-2-10 outstanding against him (*vide* Statement No. II).

Out of this amount the sum of Rs. 1,150-11-7 has been expended on the office establishment of the Text-Book Committee, contingencies, and the improvement of text-books— *i. e*, in giving diacritical marks in certain books in which they were wanting.

RAM KISHAN,

Offg. Registrar, Education Department.

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* The total amount paid into the Treasury was Rs. 6,620-4-4, as shown in para. 5. This included:—

	Rs	a.	p.
Sale proceeds on account of books of old stock sold during the year	6,421	10	0
Balance, last year's account for books, &c, purchased outright ...	43	10	4
For furniture sold	20	0	0
Secretariat books sold by Messrs. Gillon & Co., and by Munshí Gulább Singh	135	0	0
	6,620	4	4

† Since recovered, with the exception of a few small items amounting to Rs. 104-10-11.

No. I.

TEXT-BOOK DEPARTMENT IN ACCOUNT-WITH MUNSHI GULAB SINGH, FROM 1ST APRIL 1888 TO 31ST MARCH 1889.

(1). *Books and Materials purchased outright.*

CREDIT.	Amount. Rs.	a.	p.	Total. Rs.	a.	p.	DEBIT.	Amount. Rs.	a.	p.	Total. Rs.	a.	p.
Payments made during the year	2,742	1	5	2,742	1	5	Balance on the 31st March 1888	...	...	...	43	10	4
Balance due	1,870	0	4	1,870	0	4	English books purchased (net reduced price)	2,082	2	11			
							Vernacular do. do.	2,486	4	6	4,568	7	5
Total	4,612	1	9	4,612	1	9	Total	...	...	...	4,612	1	9

(2). *Commission Sale Account.*

PAYMENTS MADE DURING THE YEAR.													
For English books	1.110	7	0				Balance on the 31st March 1888	...	...	...	19,316	8	1
„ Vernacular books	567	5	11										
				1,677	12	11							
BOOKS RETURNED BY THE MUNSHI.													
English books	6,177	10	0										
Less Discount at 33⅓ per cent.	2,059	3	4										
				4,118	6	8							
Vernacular books	12,916	9	6										
Less Discount at 33⅓ per cent.	4,305	8	6										
				8,611	1	0							
Balance due	...	...	...	4,909	3	6							
Total	...	...	...	19,316	8	1	Total	...	...	...	19,316	8	1

(3). *Account of Secretariat Books held on Commission Sale.*

Payments made during the year	..	...	...	133	3	3	Balance on the 31st March 1888	...	...	...	1,357	3	3
Balance due	...	...	...	1,516	10	9	Books supplied during the year, *i. e.*, 43 copies of Fauna of British India, at Rs. 7-9-0 per copy	325	3	0	292	10	9
							Less Discount, at 10 per cent.	32	8	3			
Total	...	...	...	1,649	14	0	Total	...	...	...	1,649	14	0

RAM KISHAN,
Offg. Registrar, Educational Department.

No. II.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH, FROM 1ST APRIL 1888 TO 31ST MARCH 1889.

Account of Government share of Copy-right in Books published by the Munshi

Credit.	Total. Rs	A.	P.	Debit.	Total. Rs.	A.	P.
Payment made during the year	4,213	7	0	Balance due on the 31st March 1888			
Balance due	647	2	10	Government share of copy-right in books published by the Munshi during the year.	4,860	9	10
Total	4,860	9	10	Total	4,860	9	10

RAM KISHAN,

Offg. Registrar, Educational Department.

Appendix K
Educational Press and Text Book Department.

Appendix L.

Punjab Text-Book Committee.

APPENDIX L.

REPORT OF THE OPERATIONS OF PUNJAB TEXT-BOOK COMMITTEE DURING THE YEAR 1888-89.

Meetings.

During the year under report the new constitution of the Text-Book Committee, which had been elaborated after careful consideration, received the sanction of the Local Government. Under this constitution, the Committee will be registered as an Association, and in the meantime the work of the Committee has been carried on as far as possible on the new lines. The result has been that the year under report may be considered an unusually active one. During the previous year only three Sub-Committees met, and these only once: this year no fewer than sixteen meetings of Sub-Committees have taken place, many of them well attended. The English and Gurmukhí Sub-Committees have been especially active, and have made arrangements for the preparation of several improved text-books.

Membership.

The Committee now consists of twenty-eight members (see Appendix I.), all vacancies having been filled up. We have to regret the loss by death of Colonel E. G. Wace, who took an important share in the work of the Committee from its first constitution. His last duty in connection with the Committee was to superintend the preparation of improved text-books in Arithmetic and Mensuration for Primary schools. These books will prove valuable also in connection with the new scheme for Zamíndárí schools. The departure of Bishop French and Sodí Hukm Singh, and the death of Mr. J. D. Staines, have further deprived the Committee of experienced help, but the appointment of Professor Oman, Dr. Ewing, Mr. Rodgers and Sir Sardár Atar Singh will be a source of strength to the Committee. As proposed in the previous report, the Principal of the Central Training College has been made an *ex-officio* member, and the Registrar of the Education Department, also an *ex-officio* member, has been of great service to the Committee. During the year under report a new departure has been made by the Committee in availing itself, to a large extent, of the scholarship and experience of gentlemen who, though not members of the Committee, were considered well qualified to judge of the value of educational works.

The duties of the Secretary have been carried on gratuitously as hitherto, but a Clerk has been appointed to assist him in his work: the increased activity of the Committee and the new duties undertaken by its members have rendered this necessary. And as the scheme of studies in the Central Training College has not yet been fully reorganised, it has been found possible to continue to utilise the translation staff of that College for purposes of criticism and revision of text-books. This has been of great advantage to the Committee.

Review of work.

A list of the books examined and accepted during the year is given as Appendix II, and a list of those rejected as Appendix III. The number of rejections will naturally increase as the Committee finds itself in a position to arrange more efficiently for the preparation and publication of text-books suited to the requirements of the province. A list of books approved for the libraries of High schools is given as Appendix IV: this list has been prepared after consultation with the Head Masters of High schools, and embodies a number of highly valuable works which are likely to prove of great help to teachers. Several important consignments of text-books have been received from England for the Reference Library of the Committee, and others are expected. It is hoped that in a few years this library will contain all the best educational works published, so that teachers and School Managers may confidently refer to it. It has already proved useful to those members of the Committee who have undertaken to prepare English Readers, and as it contains a complete set of works on physical education and gymnastics it will be of value when the proposed manual in these subjects is taken in hand. New book-cases of a substantial kind have been provided by the Committee, and the walls of the Committee-room have also been utilised for the display of arithmetical and geographical charts, illustrations of natural history, maps, etc. A beginning has also been made in the way of supplying

Appendix L.

Punjab Text-Book Committee.

models of school apparatus, and model desks are being prepared under the supervision of the Secretary. All educational blue-books are now transferred to the library of the Committee, which has been still further enriched by the receipt of a number of important works of reference from the Director of Public Instruction. The whole of the contents of the library are open to the inspection of any person interested in educational work.

English.

During the year the English Sub-Committee has approved of the preparation of three useful text-books—an English Reader for High schools undertaken by Mr. Robertson, a Moral Reader for High schools undertaken by Mr. Sime, and an English Reader for Middle schools, by Mr. Bell. The English selections have been completed, and arrangements have been made to supply Mr. Sime (as far as possible) with the materials he requires for his important work. It has also been decided that in future the proofs of all departmental readers in English shall be checked by the Committee: this task, which the members have voluntarily undertaken, will entail much labour, but it will be of great advantage.

Gurmukhí.

The Gurmukhí Sub-Committee has done what it could to help forward the preparation of the Panjábí Dictionary, but owing to unsatisfactory arrangements for printing the work, the members have been compelled to express their regret at the delay that has taken place. The first letter of the alphabet has not yet been completed, and at the present rate of issue the work cannot be finished for many years. A list of books for the libraries of Gurmukhí schools is in course of preparation, and measures have been taken to facilitate the preparation of District Geographies in Gurmukhí.

Urdú.

The Urdú Sub-Committee has approved (in conjunction with the English Sub-Committee) of Mrs. Steel's work on Domestic Economy, entitled "The Good House Mother"; and arrangements have been made for a careful revision of the translation and for its publication.

Mathematics.

The Mathematics Sub-Committee has approved of the mathematical works prepared by a Committee appointed last year at the suggestion of Colonel Wace, and measures will be taken for the introduction into all mathematical text-books in the vernacular of English technical terms as recommended by the University.

History and Geography.

The Sub-Committee on History and Geography has approved of certain District Geographies in their revised form; it has also recommended a number of charts, etc., to be supplied to schools and training institutions; and is about to take in hand the question of revising the maps now issued under the auspices of the Educational Department.

The General Committee has, in more than one case, recommended the award of an honorarium to the author of an approved text-book, and when it has been entrusted with the full powers of an Association it will be able still further to encourage authors in this manner. The work of the past year gives abundant evidence that the new constitution of the Committee is likely to be productive of the very best results on the educational work of the Province.

W. BELL,

Dated 31*st May* 1889. *Secretary.*

Appendix L.

Punjab Text-Book Committee.

APPENDIX I.

The Members of the Text-Book Committee are as follows :

MEMBERS APPOINTED BY GOVERNMENT.

1 The Director of Public Instruction (Colonel W. R. M. Holroyd), President, *ex-officio*.
2 Mr. B. H. Baden-Powell, Judge, Chief Court, Punjab.
3 Revd. Dr. C. W. W. Forman, Lahore.
4 Revd. Dr. J. R. C. Ewing, Principal, Mission College, Lahore.
5 Mr. T. C. Lewis, Principal, Government College, Lahore.
6 Mr. E. S. Robertson, Professor, Government College, Lahore.
7 Mr. W. Bell, Professor, Government College, Lahore.
8 Mr. J. C. Oman, Professor, Government College, Lahore.
9 The Hon'ble Nawáb Sir Nawázish'Alí Khán, K.C.I.E., C.I.E., Honorary Assistant Commissioner, Lahore.
10 Díwán Narendra Náth, Assistant Commissioner.
11 Bhái Gurmukh Singh, Alexandra Reader, Oriental College, Lahore.
12 Pandit Bhánu Datt, Sanskrit Teacher, Municipal Board School, Lahore.
13 The Principal, Central Training College, Lahore, *ex-officio*.
14 The Registrar, Education Department, Lahore, *ex-officio*.

MEMBERS APPOINTED BY THE PUNJAB UNIVERSITY.

1 Mr. F. C. Channing, Officiating Divisional Judge, Lahore.
2 Mr. T. G. Walker, Inspector-General of Registration and Commissioner of Excise, Punjab.
3 Mr. J. Sime, Tutor to His Highness the Mahárája of Patiála.
4 Dr. W. P. Dickson, Superintendent, Central Jail, Lahore.
5 Nawáb Násir'Alí Khán, Lahore.
6 Faqír Saiyid Jamál-ud-dín, Honorary Magistrate, Lahore.
7 Dr. Rahím Khán, Khán Bahádur, Lecturer, Lahore Medical College.
8 Dr. Muhammad Husain Khán, Khán Bahádur, Pensioner, Lahore.
9 Maulaví Muhammad Husain, Azád, S. U. U., Professor, Oriental College, Lahore.
10 Pandit Gurú Prasáda, Mahamahopadhaya, Head Pandit, Oriental College, Lahore.
11 Sir Sardár Atar Singh, K.C.I.E., Raís Bhadaur.
12 Mr. C. J. Rodgers.
13 Revd. S. S. Allnutt.
14 Bábú Chandra Náth Mittra.

APPENDIX II.

LIST OF BOOKS CONSIDERED AND APPROVED BY THE TEXT-BOOK COMMITTEE, PUNJAB.

No.	Name of Book.	Remarks.
	ENGLISH SUB-COMMITTEE.	
1	Manual of Handwriting, by Betteridge...	Sent to Training College.
2	Ráj Kumár Law Lectures, by G. C. Whitworth	Transferred to Law Faculty.
3	The Timur Náma, or the Life of Tamerlane, translated from the Arabic of Ahmad Arab Shah.	One copy for Text-Book Committee Library.
4	Good House Mother, Parts I and II, by Mrs. Steel	Ordered to be translated.
5	Mr. Bell's Selections for a Middle School Reader	Approved under certain conditions.
	URDU SUB-COMMITTEE.	
6	J. S. Mill's Liberty, translated into Urdú by Díwán Narendra Náth, M.A.	Transferred to University.
7	Urdú Translation of the 1st Part of Mrs. Steel's Good House Mother.	
8	Principles of Training, by Munshí Rám Singh, Sharma ...	For Libraries of High Schools and Training Institutions.

APPENDIX II.—*concluded.*

No.	Name	Remarks.
	MATHEMATICS AND SCIENCE SUB-COMMITTEE.	
9	Mental Arithmetic, by Rev. M. Richard	High School Libraries.
10	First year of Scientific Knowledge, by Paul Bert	For course of study in Training College.
11	Arithmetic for Beginners ... } By J. B. Lock	For Training College.
12	Arithmetic for Schools ... }	
13	Hisáb ká pahlá Hissá ... ... }	
14	Hisáb ká dúsrá Hissá ... ... } Prepared by a special Committee.	To replace those now in use.
15	Masáhat kí hidáyat ... ... }	
	HISTORY AND GEOGRAPHY SUB-COMMITTEE.	
16	A. Buckley's History of England for Beginners	To replace Collier's "History of British Empire."
17	Lucas's Historical Geography of the British Colonies ...	For High School Libraries.
18	District Geography of Gurgáon }	
19	Ditto ditto Siálkot ... }	
20	Ditto ditto Ráwalpindí } Revised in the Central Training College.	To be printed.
21	Ditto ditto Sháhpur ... }	
22	Ditto ditto Hissár ... }	
23	Teaching of Geography, by A. Geikie	High School Libraries.
24	Labberton's Historical Atlas	Arts Colleges.
25	Sterndale's Mammalia of India...	High School Libraries.
26	Natural History Charts ... } Published by Messrs.	Training Institutions.
27	Chart of Astronomical and Geographical Terms. } W. & A. K. Johnston, London.	For all Schools.
	Diagrams on colour ... ... }	For Central Training College.
	HINDI AND SANSKRIT SUB-COMMITTEE.	
28	Guide to Sanskrit Composition, by V. S Apte	High School Libraries.
29	Hindí Copy Books	Under certain conditions.
	GURMUKHI SUB-COMMITTEE.	
30	Translation of Bhái Nand Lál's Zindagí Náma	For Libraries.
31	Gurmukhí Health Primer, or "Asín Kikur Naroye rahye," published by Punjab Religious Book Society.	To be revised by publishers.
32	Translation of the District Geography of Amritsar, by Bhái Sardúl Singh.	

APPENDIX III.

LIST OF BOOKS CONSIDERED, BUT NOT APPROVED FOR THE PURPOSES OF THE PUNJAB TEXT-BOOK COMMITTEE.

No.	Name.	Remarks.
	ENGLISH SUB-COMMITTEE.	
1	England's Work in India, by Sir W. W. Hunter	
2	Pictorial Tour round India.	
3	The Jubilee Series of Readers (Bemrose and Sons)	
4	Anglo-Hindustání Primer, by Wazír Ahmad, B.A.	
5	Young Child's First English Book, by S. Chatterjee.	
6	Hand-book of Translation, by K. N. Borooah.	
7	Excelsior Reader, by U. N. Chatterjee.	

APPENDIX III.—*continued.*

Appendix L. Punjab Text-Book Committee.

No.	Name.	Remarks.
	ENGLISH SUB-COMMITTEE—*contd.*	
8	Juvenile Reader ... ... }	
9	Junior Reader ... ... } By Muthuru Náth Varma.	
10	Higher Reader ... ... }	
11	Standard Reader ... ... }	
12	Angrezí Bolchál, by Shaikh Ziaullah.	
13	Malcolm's History of Persia, translated by Colonel M. H. Court.	
14	Linguistic and Oriental Essays, by R. N. Cust.	
15	Digest of the English Language, by P. C. Keith.	
16	English Anthology, by Bradshaw.	
17	Graduated Translation Exercises, by L. A. Stapley.	
18	Shakespeare's Merchant of Venice (Rivington's).	
19	Macbeth (Moffat and Paige).	
20	Alfáz-i-Angrezí, by Munshí Jowálá Náth Pandit.	
21	Paradise Lost "restored," by M. Mull.	
22	Stapley's Exercises, English-Sanskrit, and Sanskrit-English.	
23	Grammatical Tables, by K. P. Sanjala.	
	URDU SUB-COMMITTEE.	
24	Lughát-i-Urdú.	
25	Guldasta-i-'Ulúm.	
26	Guldasta-i-Adab.	
27	Mufídulmubtadi, by Munshí Chhote Lál.	
28	Life of Queen Victoria: an Urdú translation of a book, by Mrs. B. H. Badley.	
29	Guldasta-i-Mazámín, by Rameshawarí Dayál.	
30	Tuhfa-i-Jubilee, by Abdul Karím.	
31	Hindustání Grammar, by D. N. Deva.	
32	Mahbúb-ul-amsál, by Mahbúb 'Alam.	
33	Taujih-ul-Aiyám, by Saiyid Báqir Husain.	
34	Zikr-i-Mamduh, or "The Life of Queen Victoria," by Mahbúb 'Alam.	
35	Urdú Catechism on the Sanitary Primer.	
36	Life of Alexander the Great, by Mahbúb 'Alam.	
37	Núr-i-Qamar (A monthly Journal).	
38	Khatt-i-Shikasta ke parhne ke usúl.	
39	Riáz-i-Qásimi, by Mirzá Qásim Husain.	
40	Manázara-i-Akhláq, by Munshí Kanwar Sain.	
41	School Dictionary, by Munshí Rám Sahái.	
42	Mufíd-i-Tarkíb, by Munshí Rám Sahái.	
43	Hádi-ul-Masháhida, by Munshí Girdhárí Lál.	
44	Memorable Events in the time of Sir J. Lawrence, by Saiyid Sajjad Husain.	
45	Girls' First Reador ... ... } By Maulaví Saiyid Ahmad.	
46	Nautartíb Qaida-i-Urdú ... }	
47	Táríkh-i-Yamani, by Maulaví Vakíl Ahmad.	
48	Miscellaneous Urdú Reader, by Harí Dás.	
	HISTORY AND GEOGRAPHY SUB-COMMITTEE.	
49	Wheeler's Tales from Indian History.	
50	First Book of Geography, by S. A. Hill.	
51	Longman's Historical Readers for Standards III, IV and V.	
52	Wheeler's College History of India.	
53	Elementary School Atlas, by J. Bartholomew.	
54	Longman's Junior School Geography, by G. G. Chisholm.	
55	District Geography of Hazára.	
56	Ditto of Dera Ism'aíl Khán.	
57	Ditto of Kohát, by M. Shankar Dás Varma.	
58	Urdú First Geography (translation of Blochmann's First Geography) published by Munshí Guláb Singh.	
59	Geography of the British Isles, by Geikie	

APPENDIX III.—*concluded.*

No.	Name.	Remarks.
	MATHEMATICS AND SCIENCE SUB-COMMITTEE.	
60	Umdat-ul-masáhat, by Saiyid Muhammad.	
61	The Harpur Euclid, Book I.	
62	Arithmetical Exercises, by Hall and Knight.	
63	Higher Arithmetic and Elementary Mensuration, by Goyen.	
64	Elementary Algebra, by Hall and Knight.	
65	Exercises in Arithmetic, by Hamblin Smith.	
66	Euclid, Books I and II, by Hall and Stevens.	
	HINDI AND SANSKRIT SUB-COMMITTEE	
67	Kaisar Kosh, by Mirza Kaisar Bakhsh.	
68	Hindí Readers, Parts I and II, by Pandit Baldevrám Jha.	
69	Hindí Vyákaransár, by Pandit Shivadayál, Upadhya.	
70	Dhokhe-kí-Tattí, by Pandit Brij Mohan Lál.	
71	Namalingaunaushasunam, by Mr. A. R. Borooah, C.S.	
72	Phulwarí-kí-Chhabbí, by Dúrga Parshád.	
73	Hanúmánnátak, by Bábú Rám Kishan Varma.	
74	Yújar Veda, by Pandit Jowálá Parshád, Sharma.	
75	Sandhi Vishaya ...	By Lála Mathura Dás.
76	Jantari Sarvanám ...	
77	Abyáyarth... ...	
78	Kharí bolí-kí-padya, by Munshí Ajudhya Parshád, Khatrí.	
79	Ratnaksham... ...	Pandit Ambika Datt Vyás.
80	Katha Kámum ...	
81	Sugribini (A monthly Journal.)	
82	Prithvi Ráj Rajasan, by Pandit Mohan Lál Vishnoolál Pandya.	
	GURMUKHI SUB-COMMITTEE.	
83	English translation of "Sikhkhán de ráj dí Vithya," by Colonel M. H. Court.	
84	Johnston's Large Wall Map of England.	
85	Ditto Types of Nations.	

APPENDIX IV.

LIST OF BOOKS RECOMMENDED FOR HIGH SCHOOL LIBRARIES.

Dictionaries and Books of Reference.

1 "Pronouncing Gazetteer of the World" (Oliver and Boyd).
2 "Thesaurus of English Words and Phrases" (Longmans).
3 Maunder's "Biographical Treasury" (Longmans).
4 Sir G. W. Cox's "Cyclopædia of Common Things" (Sonneuschein).
5 Brewer's "Reader's Hand-book."
6 Skeat's "Concise Etymological Dictionary."
7 Balfour's "Gazetteer of India," 3 volumes.
8 Punjab Gazetteer: "Provincial Volume"
9 Smith's "Smaller Latin-English Dictionary."
10 Adam's "Dictionary of English Literature."
11 Cassell's Dictionary of English History.
12 Do. Dictionary of General History.

English Language and Literature.

1 Meiklejohn's "English Language" (Blackwood).
2 Mason's "English Grammar" (Bell and Sons).
3 Palgrave's "Golden Treasury."
4 Macmillan's "Series of English Classics for Indian Students."
5 Abbott's "How to Parse."
6 Do. "How to write English clearly."
7 English "Men of Letters" Series (Macmillan), cheap edition; or "Great Writers" Series (Walter Scott).
19 *Volumes*: Scott, Goldsmith, Spenser, Thackeray, Burke, Milton, Chaucer Pope, Wordsworth, Lamb, Dickens, Macaulay, Addison, Bacon, Sidney Longfellow, Johnson, Darwin, Carlyle.

Appendix L.

Punjab Text-Book Committee.

English Language and Literature—concld.

8 Trench's "Study of Words" (Macmillan).
9 Do. "English Past and Present" (Macmillan).
10 Shakespeare's Plays (without Poems): 1 volume
11 Wordsworth's Poems: 1 volume.
12 Tennyson's Poems: 1 volume.
13 McMordie's "English Idioms and How to use them."
14 Do. "English Composition."

History.

1 Buckley's "History of England for Beginners" (Macmillan).
2 Green's "Short History of the English People."

Geography.

1 The Teaching of Geography by Geikie (Macmillan).
2 Mackay's Manual of Modern Geography (Blackwood).
3 Johnstone's Text-book of Geography.
4 Lucas's Historical Geography of the British Colonies.

Maps, Charts, &c.

1 Philip's Large Wall Map of the British Empire.
2 W. and A. K. Johnston's Illustrations of Zoology, 4 Charts.
3 Philip's Relief Map of India, 21 s.
4 Map of District.
5 Chart of Astronomical and Geographical Terms (W. and A. K. Johnston).

Mathematics, &c.

1 Mackay's Euclid (Chambers).
2 Do. Companion to the above, giving hints to Teachers.
3 Wrigley's Examples and Problems.
4 Do. Companion to above.
5 Lock's "Arithmetic for Schools" (Macmillan).
6 P. Ghose's Euclid.
7 Do. Algebra.
8 Do. Arithmetic.
9 Do. Mensuration.
10 Mental Arithmetic, by Rev. Mr. Richard.

Education.

1 Bain's "The Teaching of English" (Longmans).
2 "Model Notes of Lessons" (Nelson).
3 Bell's "The Principles and Practice of Teaching," 2nd edition (Gulâb Singh).
4 "Easy System of Calisthenics and Drill," by MacCarthy (1-6).
5 "Cassell's "Book of Sports and Pastimes."

Science.

1 Bert's "First Year of Scientific Knowledge" (Relfe).
2 Buckley's "Short History of Natural Science" (Stanford).
3 Buckley's "Fairy-land of Science" (do).
4 Sterndale's "Mammalia of India" (Thacker).
5 Elementary Physiography, by Thornton (Longmans).
6 Furneaux's Elementary Chemistry (Longmans).
7 Huxley's "Elementary Physiology" (Macmillan).
8 Ganot's "Natural Philosophy for General Readers and young persons" (Longmans).
9 Wilson's "Manual of Health Science."
10 Lewis's "Heroes of Science: Mechanicians."
11 The Fauna of British India, including Ceylon and Burma, by W. T. Blandford.

General.

1 Smiles "Self-help" (Murray).
2 Do. "Character."
3 Do. "Thrift."
4 Do. "Duty."
5 Do. "Industrial Biography."
6 Blackie's "Self-Culture."
7 Kingsley's "Madam How and Lady Why."
8 Yonge's "Book of Golden Deeds" (Macmillan).
9 Do. "Book of Worthies." (Ditto.)

Oriental Languages.

1 Suráh.
2 Sháhnáma Sálim (Persian).
3 Sikandarnáma Sálim (Persian).
4 Akhláq-i- Muhsaní.
5 Akhláq-Jalálí.
6 Kulliyát-i-Sádiq.
7 Kulliyát-Sauda.
8 Fasána-i-Azád.
9 Gulzár-i-Nasím.
10 Díwán-i-Zauq.
11 Ab-i-Hayát.
12 Chahár Darwesh.
13 Ramáyana Satík (by Tulsí Dás).
14 Prem Ságar.
15 Brij Bilás.
16 Súr Ságar.
17 Binai Patrika (by Tulsí Dás).
18 Hindí Grammar (as used in Punjab Schools).
19 Amar Kosh.
20 Shabdastoma Mahánidhi.
21 Chanik Níti.
22 Sukra Níti.
23 Hitopdesha.
24 Sakuntala Hindí.
25 Vikramorwashi.
26 Probodha Chandrodaya.
27 Hindí Vyákarana (by Rája Siva Prasáda).
28 Sanskrit Primer.
29 Srishti-ká-Barnan.
30 Chandornav Pingal.
31 Vidyankur.
32 Bodhodaya.
33 Náma-i-Khusrawán wa Nizád-i-salátín-i-Kiyán.
34 Táríkh-Yúnán.
35 Tazkara tul Masháhír (Nawal Kishor Press, Lucknow).
36 Táríkh-i-Hukamá (Urdú) (Ditto.)
37 Táríkh-i-Chín (Persian). Mirzá Muhammad 'Alí Shirází, Bombay.
38 Táríkh-i-Pitr-i-Kabír. Ditto.
39 Tárikíh-i-Jang-i-Rúm-o-Rús Urdú Ditto.
40 Safarnáma-i-Sháh Irán. I, II, and III, Persian. Ditto.
41 Tazkaratul shu'ra ditto. Ditto.
42 Tazkaratul 'Ulama (Mirzá Muhammad 'Alí Lucknow).
43 Risála 'Ulum-i-Kurah, Urdú. Ditto.
44 Farhang-i-Anjuman, Ara-i-Násiri. (Mirzá Muhammad 'Alí Shirází, Bombay).
45 Nafhatul Yaman Ditto ditto.
46 Amsál-ul-arab Ditto ditto.
47 Darya-i-Latáfat Ditto ditto.
48 Hadiqat-ul-afrah Ditto ditto.
49 Bahár-i-Ajam Ditto ditto.
50 Muntakhab-ul-Nafáis.
51 Insha-i-Urdú-i-Mu'alla.
52 Mirat-ul-'Urús.
53 Banát-un-N'ash.
54 Taubat-un-Nasúh.
55 Nairang-i Khiyál.
56 Díwán-i-Ghálib.
57 Táríkh-i-Farishta.
58 Ghiyás-ul-Lughát.
59 Ahsan-ul-Qawáid.
60 Rasúm-i-Hind.
61 Makhzan-ul-Fawáid.
62 Khazinat-ul-Amsál.
63 Tuzak-i-Jahángíri.
64 Padárth Bhánu.
65 Gulistán.
66 Ruqqaát-i-'Alamgírí.
67 Abulfazl.
68 Safarnáma-i-Hakím Khusrú.
69 Ashyá-ke-Sabaq.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1888-89.

(For Details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	
Total area in square miles.	Number of towns and villages.		Population.		University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.	Advanced.	Elementary.		
					Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.					
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	
106,632	Towns	238	Males 10,608,000	Institutions. For Males	6	1	250	1,773	5	7	2,042	1,456	8,929	12,427	Institutions to number of towns and villages.	36·20
	Villages	34,086	Females 9,049,100	Institutions. For Females	...	...	20	320	1	1	342	...	1,296	1,638		4·77
	Total	34,324	Total 19,657,100	Total ...	6	1	270	2,093	6	8	2,384	1,456	10,225	14,065		40·97
				Scholars. Males ...	398	81	45,331	85,852	320	525	132,507	17,605	105,351	255,463	Male scholars to male population of school-going age. †	16·05
				Scholars. Females ...	...	4	1,313	9,516	40	28	10,901	...	17,908	28,809	Female scholars to female population of school going age. †	2·12
				Total	398	85	46,644	95,368	360	553	143,408	17,605	123,259	2,84,272		9·64

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants A Municipality, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1888-89.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.*							Total Indirect Expenditure on Public Instruction.*								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* . For males ..	1,10,247	58,168	7,18,388	3,73,892	50,229	58,364	13,69,298	55,301	43,955	1,37,245	1,23,581	3,58,238	87,414	2,28,912 (a)	10,34,646	25,88,800
For females ..			95.656	82,392	6,223	595	1,84,866									
TOTAL	1,10,247	58,168	8,14,044	4,56,284	56,452	58,959	15,54,154	55 301	43,955	1,37,245	1,23,581	3,58,238	87,414	2,28,912 (a)	10,34,646	25,88,800
2 (a) Percentages† of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	7·77	7·73	17·71	4 36	7·35	4·34	49·26	2·17	5·90	16 20	5·61	10 78	7·17	2·91	50 74	100
(b) Percentages† of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·15	..	16 71	53 95	·04	·03	70·88	·19	...	3 17	8·18	10·98	3·56	3·04	29·12	100
(c) Percentages† of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·97		60·24	15·51	47	·71	78·90	·69	..	·25	5·06	10·87	2 79	1·44	21·10	100
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	4 26	2 25	31·44	17·62	2·18	2·28	60·03	2 14	1·70	5·30	4·77	13·84	3·38	3·64	39·97	100

3. AVERAGE ANNUAL COST ‡ OF EDUCATING EACH PUPIL IN		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions.	Cost to Provincial Revenues	326 0 8	668 13 7	14 1 10	12 10 11	160 4 3	88 2 9	78 13 8
	Cost to Local & Municipal Funds	.	...	0 5 11	.	1 12 3	.	0 6 7
	Total Cost ...	387 6 9	676 5 11	35 15 4	15 6 5	162 0 6	141 11 11	101 6 2
Local Fund Schools. §	Cost to Provincial Revenues ...	...		..	0 0 1	...	..	0 0 1
	Cost to Local Funds	..		4 11 5	3 14 4	...	...	4 0 0
	Total Cost ..	.	...	6 8 4	4 4 7	...	...	4 9 1
Municipal Schools. §	Cost to Provincial Revenues ..	.	.	0 2 0	0 0 6	..	.	0 1 6
	Cost to Municipal Funds ...	174 0 10		7 11 3	4 0 3	..	24 14 10	6 10 11
	Total Cost .	195 12 10	.	14 2 10	5 9 3	.	24 14 10	11 9 9
Aided Institutions.	Cost to Provincial Revenues ...	78 13 6	..	11 0 1	3 2 5	128 12 9	24 3 2	8 9 1
	Cost to Local & Municipal Funds	15 0 5	...	1 1 5	0 14 5	30 12 4	7 4 6	1 4 3
	Total Cost	238 4 4	..	33 9 8	10 2 0	159 9 0	100 12 10	25 15 7
Unaided Institutions	Total Cost ...	117 10 4		13 7 2	6 14 2	.	20 0 6	10 10 2
All Institutions	Cost to Provincial Revenues ..	144 5 0	668 13*	2 12 11	0 5 10	156 12 0	58 3 6	2 10 8
	Cost to Local & Municipal Funds	17 14 5	...	5 15 3	3 9 4	5 0 1	4 6 10	4 7 1
	Total Cost	274 14 11	676 5 11	17 5 3	5 2 0	161 12 1	106 3 9	11 5 0

† The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 6*a*, 6*b*, 6*c*, respectively, of General Table IV.

‡ The annual cost is calculated on the *direct* expenditure only The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

§ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

* Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

(*a*) Includes Rs. 6,609 on account of grant to private institutions.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS	PUBLIC INSTITUTIONS															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by the Department or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance	Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Number of Institutions	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES— English	1	137	118	109	1	21	20	19	2	149	151	137	1	15	17	13
Oriental									1	76	95	79				
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—																
Medicine	1	*85	86	79												
Total	2	222	204	188	1	21	20	19	3	225	246	216	1	15	17	13
School Education, General. — SECONDARY SCHOOLS— For Boys English	4	1,074	1,057	880	67	16,067	16,469	13,767	39	†8,724	9,014	7,383	15	1,932	1,873	1,484
For Boys Vernacular					122	17,424	17,156	14,703	1	46	49	36	2	78	76	62
For Girls English	2	274	267	237					14	‡872	855	710				
For Girls Vernacular					1	48	40	34	2	74	86	70	1	31	31	22
Total	6	1,348	1,324	1,117	190	33,539	33,665	28,504	56	9,716	10,004	8,199	18	2 041	1,980	1,568
PRIMARY SCHOOLS For Boys	4	363	343	288	1,571	78,676	73,791	61,000	74	§4,200	3,963	3,208	124	2,622	1,935	1,718
For Girls					148	4,340	4,044	3,189	162	‖4,916	4 761	[illegible]	10	251	196	159
Total	4	363	343	28	1,719	83,016	77,835	64,789	236	9,116	8,724	6,709	134	2,873	2,131	1,877
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION— Training Schools for Masters	5	320	310	302												
Training Schools for Mistresses									1	40	39	33				
Schools of Art	1	100	105	84												
Law Schools									1	48	47	42				
Medical Schools	1	¶ 169	173	166												
Industrial Schools					1	85	81	53	1	13	13	10	2	66	64	57
Other Schools	1	72	72	70												
Total	8	661	660	622	1	85	81	53	3	101	99	85	2	66	64	57
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	20	2,594	2,531	2,215	1,911	116,661	111,601	93,455	298	19,158	19,073	15,209	155	4,995	4,192	3,515

PRIVATE INSTITUTION

1. *Advanced, Teaching*—
   (*a*) Arabic or Persian
   (*b*) Sanskrit
2. *Elementary Teaching a Vernacular only or mainly* — For Boys; ,, Girls
3. *Do. do. the Qurán* — For Boys; ,, Girls
4. *European and Eurasian Schools not conforming to Departmental Standards.* — For Boys; ,, Girls
5. *Other Schools not conforming to Departmental Standard* — For Boys; ,, Girls

TOTAL

GRAND TOTAL

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1888-89.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.						Remarks
		English.	A classical language	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús	Sikhs.	Muhammadans.	Others.	
18	19	20	21	22	23*a*	23*b*	23*c*	23*d*	23*e*	23*f*	24
5	322	322	312			8	210	27	76	1	
1	76	62	76	22			23	7	46	..	
1	85	85			8	11	47	3	16		* 4 Girls.
7	483	469	388	22	8	19	280	37	138	1	
125	27,797	17,885	19,270	27,170	790	344	15,466	2,126	8,996	75	† 31 Girls.
125	17 548	33	7,183	17,548		8	9,914	1,537	6,084	5	
16	1,146	961	195	436	773	234	62	25	40	12	‡ 17 Boys.
4	153	9	9	153		19	47	29	26	2	
270	46,644	18,888	26,657	45,307	1,563	635	25,189	3,717	15,146	94	
1,773	85,861	1,513	12,418	85,861	58	1,049	39,927	8,445	35,726	656	§ 22 Girls.
320	9,507	121	532	9,408	93	55	3,747	1,545	3,486	81	‖ 13 Boys.
2,093	95,368	1,634	12,950	95,269	151	1,104	43,674	9,990	39,712	737	
5	320	39	253	281		2	166	24	128		(*a*) Free-hand drawing, 85; practical geometry and perspective, 85; engineering, 15; architectural drawing, 20; decoration, 20; lithography, 9; carpentry, 43; modelling and moulding, 9; light and shade, 7.
1	40	.	14	40	.	.	13	13	14	..	¶ 15 Girls.
1	100	(*a*)	(*a*)	(*a*)	...	3	28	28	41		
1	48	37	.	11	2		32	4	10		
1	169			169		7	74	17	71		(*b*) Goldsmith's work, 13; blacksmith's work, 13; carpenter's work, 31; drawing, 85; niwár and dari weaving, 37; carpet weaving, 7; lungi making, 5; needlework, 15; darning on net in gold thread, knitting &c., 13.
4	164	(*b*)	(*b*)	(*b*) 32	1	1	20	62	80		
1	72	(*c*)	(*c*)	(*c*)	..	..	8	10	54		(*c*) Veterinary Surgery and Medicine, 72; Veterinary Anatomy and Physiology, 72; Materia Medica 72.
14	913	76	267	533	3	13	341	158	398	.	
2,384	143,408	21,067	40,262	141,131	1,725	1,771	69,784	13,902	55,394	832	{ 72 Girls in Boys' Schools. { 30 Boys in Girls' Schools.
1,293	15,140		14,121	1,763			1,098	187	13,801	54	
163	2,465		2,371	173			2,416	44	5		
1,941	34,547	2	1,448	32,806		357	20,441	9,736	7,866	*147	2 Girls.
68	944		9	935			705	155	72	12	9 Boys.
6,956	70,992	15	65,167	1,387			1,669	163	69,079	81	1,444 Girls.
1,208	15,485		15,322	31			37		15,448		514 Boys.
6	116	115	4	17	114					1	52 Girls.
2	58	58			58						5 Boys.
26	667	29	59	615		174	166	77	250		
18	451		51	410		40	122	6	283		
11,681	140,864	219	98,552	38,137	172	571	26,654	6,368	106,804	295	{ 1,498 Girls in Boys' Schools. { 528 Boys in Girls' Schools.
14,065	284,272	21,286	138,814	179,268	1,897	2,342	96,438	20,270	162,198	1,127	{ 1,570 Total Girls in Boys' Schools. { 558 ,, Boys in Girls' Schools.

* The Qurán, Shastras or other religious books by rote.

EDUCATION—GENERAL TABLE III. (A).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1888-89.

CLASS OF INSTITUTIONS	PUBLIC INSTITUTIONS												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31st OF MARCH ACCORDING TO RACE OR CREED.			REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																
	Managed by Government.				*Aided by the Department or by Local Fund or Municipal Boards.*				*Unaided.*												
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19a	19b	19c	
SECONDARY SCHOOLS—																					
School Education, General. — For Boys ... English ..	2	350	361	290	6	*409	402	335	1	19	18	17	9	778	778	177	348	768	3	7	* 31 Girls.
For Girls ... „ ...	2	274	267	237	9	†505	493	403	..	.	. .	..	11	779	779	78	36	771		8	† 17 Boys.
Total ...	4	624	628	527	15	914	895	738	1	19	18	17	20	1,557	1,557	255	384	1,539	3	15	
PRIMARY SCHOOLS.																					
For Boys	...	..	..	...	3	‡69	60	25	...		...	.	3	69	69	..	8	58	9	2	‡ 22 Girls.
For Girls	...	...	.	...	4	§97	87	54	.	.	..	...	4	97	97	...	...	93	3	1	§ 13 Boys.
Total ...	...	...	...	. .	7	166	147	79	...		...	...	7	166	166	..	8	151	12	3	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	4	624	628	527	22	1,080	1,042	817	1	19	18	17	27	1,723	1,723	255	392	1,690	15	18	53 Girls in Boys' Schools. 30 Boys in Girls' Schools.
PRIVATE INSTITUTIONS — 1. European and Eurasian Schools not conforming to Departmental Standards. For Boys ..													6	115	115	4	17	114		1	62 Girls 5 Boys
„ Girls .													2	58	58	..	..	58	.		
TOTAL													8	173	173	4	17	172	...	1	52 Girls in Boys' Schools. 5 Boys in Girls' Schools.
GRAND TOTAL													35	1,896	1,896	259	409	1,862	15	19	105 Total Girls in Boys' Schools 35 „ Boys in Girls' Schools

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR NATIVES FOR THE OFFICIAL YEAR 1888-89.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by the Department.				*Managed by Local Fund and Municipal Boards.*				*Aided by the Department or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES— English	1	137	118	109	1	21	20	19	2	149	151	137	1	15	17	13
Oriental	..	...							1	76	95	79				
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—																
Medicine	1	*85	86	79									..		...	...
Total ..	2	222	204	188	1	21	20	19	3	225	246	216	1	15	17	13
School Education, General. — SECONDARY SCHOOLS— For Boys { English	2	724	696	590	67	16,067	16,469	13,767	33	8,315	8,612	7,048	14	1,913	1,855	1,467
For Boys { Vernacular					122	17,424	17,156	14,793	1	46	49	36	2	78	76	62
For Girls { English				...	..				5	367	362	307				
For Girls { Vernacular					1	48	40	34	2	74	86	70	1	31	31	22
Total .	2	724	696	590	190	33,539	33,665	28,594	41	8,802	9,109	7,461	17	2,022	1,962	1,551
PRIMARY SCHOOLS For Boys	4	363	343	288	1,571	78,676	73,791	61,600	71	4,131	3,993	3,183	124	2,622	1,935	1,718
For Girls ...					148	4,340	4,044	3,189	158	4,819	4,674	3,447	10	251	196	159
Total .	4	363	343	288	1,719	83,016	77,835	64,789	229	8,950	8,577	6,630	134	2,873	2,131	1,877
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION— Training Schools for Masters.	5	320	310	302												
Training Schools for Mistresses.	..			...					1	40	39	33				
Schools of Art	1	100	105	84	...	...	...	...			...					
Law Schools ..		...	...	..	...		..		1	48	47	42				
Medical Schools .	1	† 169	173	166			...			...		..		..		...
Industrial Schools					1	85	81	53	1	13	13	10	2	66	64	57
Other Schools	1	72	72	70		...	...									
Total .	8	661	660	622	1	85	81	53	3	101	99	85	2	66	64	57
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	16	1,970	1,903	1,688	1,911	1,16,661	1,11,601	93,455	276	18,078	18,031	14,892	154	4,976	4,174	3,498

PRIVATE INSTITUTIONS

1. *Advanced Teaching*—
   (*a*) Arabic or Persian ... ...

RAL TABLE III. (B).

PUNJAB FOR NATIVES FOR THE OFFICIAL YEAR 1888-89.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed						Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs	Muhammadans.	Others.	
18	19	20	21	22	23a	23b	23c	23d	23e	23f	24
5	322	322	312			8	210	27	76	1	
1	76	62	76	22			23	7	46		
1	85	85			8	11	47	3	16		* 4 Girls
7	483	469	388	22	8	19	280	37	138	1	
116	27,019	17,107	19,093	26,822	22	341	15,466	2,126	8,996	68	
125	17,548	33	7,183	17,548		8	9,914	1,537	6,084	5	
5	307	182	117	367	2	234	62	25	40	4	
4	153	9	9	153		49	47	29	26	2	
250	45,087	17,331	26,402	44,890	24	632	25,489	3,717	15,146	79	
1,770	85,792	1,444	12,418	85,792		1,040	39,927	8,415	35,726	654	
316	9,410	24	532	9,406		52	3,747	1,545	3,986	80	
2,086	95,202	1,468	12,950	95,198		1,092	43,674	9,990	39,712	734	
5	320	39	253	281		2	166	24	128		(a) Free-hand drawing, 85; practical geometry and perspective, 85; engineering, 15; architectural drawing, 20; decoration, 20; lithography, 9; carpentry, 48; modelling and moulding, 9; light and shade, 7.*
1	40		14	40			13	13	14		† 15 Girls.
1	109	(a)	(a)	(a)		3	28	28	41		(b) Goldsmith's work, 13; blacksmith's work, 13; carpenter's work, 31; drawing, 35; niwar and dari weaving, 37; carpet weaving, 7; lungi making, 5; needle-work, 15; darning on net in gold thread, knitting, &c., 13.
1	48	37		11	2		32	4	10		(c) Veterinary Surgery and Medicine 72; Veterinary Anatomy and Physiology, 72; Materia medica, 72.
1	169			169		7	74	17	71		
4	164	(b)	(b)	(b) 32	1	1	20	62	80		
1	72	(c)	(c)	(c)			8	10	54		
14	913	76	267	533	3	13	341	158	398		
2,357	141,665	19,344	40,007	140,643	†35	1,756	69,784	13,902	55,394	814	19 Girls in Boys' Schools.
1,293	15,140		14,121	1,763			1,098	187	13,801	54	
163	2,465		2,371	173			2,416	94	5		
1,941	34,547	2	1,448	32,806		357	20,441	5,736	7,866	147	2 Girls.
68	944		9	935			705	155	72	12	9 Boys
6,956	70,992	15	65,167	1,387			1,669	163	69,079	81	1,444 Girls
1,208	15,485		15,822	31			37		15,448		514 Boys.
26	667	29	59	615		174	106	77	250		
18	451		51	410		40	122	6	283		
11,673	140,691	46	98,548	38,120		571	26,654	6,368	106,801	294	1,446 Girls in Boys' Schools 523 Boys in Girls' Schools.
14,060	282,376	19,390	138,555	178,763	35	2,327	96,438	20,270	162,198	1,108	1,965 Total Girls in Boys' Schools. 523 ,, Boys in Girls' Schools.

* The Qurán, Shastras or other religious books by rote.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE	PUBLIC						
	UNDER PUBLIC						
	Managed by Government						
	Provincial Revenues	Local Rates or Cesses	Municipal Funds	Fees.	Subscriptions	Endowments and other sources	Total
1	2a	2b	2c	2d	2e	2f	2
ARTS COLLEGES—	Rs	Rs	Rs	Rs	Rs	Rs	Rs
University Education. English	38,473			7,248			45,716
University Education. Oriental ...							
University Education. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING— Medicine	57,521		..	647			58,168
Total	95 994			7,890	..		1,03,884
SECONDARY SCHOOLS							
School Education, General. For Boys — English	11,772		489	5,313	115	*18,518	36,237
School Education, General. For Boys — Vernacular							
School Education, General. „ Girls — English	6,917			309		†4,145	11,371
School Education, General. „ Girls — Vernacular					...		
Total	18,689		489	5,622	145	22,663	47,608
PRIMARY SCHOOLS							
School Education, General. For Boys ...	4,350			932		..	5,282
School Education, General. „ Girls ..							...
Total ..	4,350			932			5,282
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. Training Schools for Masters ..	49,682	187	360			..	50,229
School Education, Special. Training Schools for Mistresses					...		
School Education, Special. Schools of Art	13,460			40		628	14,128
School Education, Special. Law Schools							
School Education, Special. Medical Schools	10,200					540	10,740
School Education, Special. Industrial Schools							
School Education, Special. Other Schools	7,200					‡17,542	24,742
Total	80,542	187	360	40		18,710	99,839
University ..							
Direction							
Inspection c							
Scholarships held in Arts Colleges	6,285	299	156			2,751	9,491
Scholarships held in Professional Colleges	7,697		538	..			8,235
Scholarships held in Secondary Schools	426	171				1,553	2,150
Scholarships held in Primary Schools					..		
Scholarships held in Special Schools other than Training Schools	12,644	167	2,240		13	1,350	16,414
Buildings	41 404						41,404
Furniture and Apparatus (Special Grants only)	48,117		5,262		715	§ 3,629	57,723
Miscellaneous	9,040			7,717		‖ 1,02,402	1,19,159
Total	1,25,613	637	8,196	7,717	728	1,11,685	2,54,576
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,25,188	824	9,045	22,201	873	1,53,058	5,11,189

* Rs 13,335 from Imperial Revenues
† Rs 4,145 from Imperial Revenues
‡ From Imperial Revenues
§ Rs 549 from Imperial Revenues
‖ Rs 95,256 from Imperial Revenues
c

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1888-89.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by the Department or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,481	435	...	...	3,916	9,000	...	1,200	5,808	11,129	8,716	35,853
...	..	...	...	...	...	...	10,396	752	1,745	466	...	9,403	22,762
...	...	...	...	...	...		...	...	...	..	...	...	...
...	...	3,481	435	...	...	3,916	19,396	752	2,945	6,274	11,129	18,119	58,615
3,060	22,257	1,64,538	1,01,057	2,034	1,420	2,94,366	76,413	436	9,598	93,512	13,510	55,809	2,48,778
..	60,040	21,199	26,262	1,363	96	1,08,960	1,264	124	256	26	...	2,425	4,095
...	...	...	..	...	...	..	31,660		500	17,976	3,611	27,939	81,686
...	289	...	...	...	...	289	744	..	...	206	...	680	1,630
3,060	82,586	1,85,737	1,27,319	3,397	1,516	4,03,615	1,10,081	560	10,354	1,11,720	17,121	86,353	3,36,189
...	2,55,653	34,101	34,152	1,342	349	3,25,597	9,375	915	972	6,254	3,976	8,661	30,153
604	10,608	10,821	...	381	...	22,414	18,099	1,254	4,714	2,132	7,939	24,030	58,168
604	2,66,261	44,922	34,152	1,723	349	3,48,011	27,474	2,169	5,686	8,386	15,915	32,691	88,321
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5,023	..	1,200	..	...	...	6,223
...	...	...	...	...	...	...	...	...	...	...		...	...
...	...	...	...	...	...	...	1,452	143	294	2,410	...	1,154	5,453
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,019	...	...	...	2,019	...	...	...	...	...	595	595
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	2,019	...	...	...	2,019	6,475	143	1,494	2,410	...	1,749	12,271
...	...	...	...	...	...	...	...		...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	..	...	..	...	...	...	..	...
120		182	...	134	...	436	3,618	70	345	. .	..	7,192	11,225
...		...	...	...	...	...	...	...	...	...	..	...	...
1,858	33,792	9,207	...	19	487	45,360	3,873	5,622	2,033	40	87	9,044	20,699
2,577	481	1,252	...	...	67	4,377	2,280	..	566	..	11	...	2,857
...	...	...	...	...	38	38	275	...	...	...		216	491
22	54,493	35,458	...	...	...	89,973	38,800	150	...	..	1,87,911	...	2,26,861
3	17,687	3 828	...	82	...	21,600	5,281	..	...	40	1,091	1,679	8,091
120	9,408	3,577	2,810	20	527	16,462	12,475	a 5,737	b 1,112	42,930	9,494	21,543	93,291
4,697	1,15,861	53,504	2,810	255	1,119	1,78,246	66,662	11,579	4,056	43,010	1,98,594	39,674	3,63,515
8,361	4,64,708	2,80,663	1,64,716	5,375	2,084	9,35,807	2,30,028	15,203	24,535	1,71,800	2,38,759	1,78,586	8,58,911

(a) Includes Rs. 5,677 on account of grant to private institutions.
(b) Do. Rs. 932 ditto ditto ditto.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*					
	UNDER PRIVATE MANAGEMENT—*concluded.*					
	Unaided.					
	Provincial Revenues.	Local Rates or Cesses	Fees.	Subscriptions.	Endowments and other sources.	Total.
	5*a*	5*b*	5*c*	5*d*	5*e*	5
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES—						
University Education. English	...	..	303	1,633	64	2,000
University Education. Oriental	...	.	..	...	...	.
University Education. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING— Medicine	..	...	...	..	...	.
Total	...	...	303	1,633	64	2,000
SECONDARY SCHOOLS.						
School Education, General. For Boys .. English	...	...	7,484	9,537	8,743	25,764
School Education, General. For Boys .. Vernacular	...	...	69	...	119	188
School Education, General. „ Girls ... English	...	...	...	...	...	...
School Education, General. „ Girls ... Vernacular	...	...	...	440	240	680
Total	...	...	7,553	9,977	9,102	26,632
PRIMARY SCHOOLS.						
School Education, General. For Boys	..	..	530	560	11,770	12,860
School Education, General. „ Girls	...	...	...	1,510	300	1,810
Total	...	..	530	2,070	12,070	14,670
SCHOOLS FOR SPECIAL INSTRUCTION—						
School Education, Special. Training Schools for Masters	...	...	...	...	...	...
School Education, Special. Training Schools for Mistresses	...	...	...	..	...	..
School Education, Special. Schools of Art	...	...	...	...	...	..
School Education, Special. Law Schools	...	...	...	...	...	...
School Education, Special. Medical Schools	...	...	...	...	.	.
School Education, Special. Industrial Schools	...	...	...	1,230	52	1,282
School Education, Special. Other Schools	...	...	...	...	.	..
Total	...	...	...	1,230	52	1,282
University	...	...	...		..	..
Direction	...	...	...		...	...
Inspection	...	...	...	...		..
Scholarships held in Arts Colleges	...	...	...	..		...
Scholarships held in Professional Colleges	..	...	.	..		
Scholarships held in Secondary Schools	123	69	5	169	289	655
Scholarships held in Primary Schools	..	..	..	128	625	753
Scholarships held in Special Schools other than Training Schools	...	..	...	400		400
Buildings	.	...	...	..		
Furniture and Apparatus (Special Grants only)	...	..	...	...	...	
Miscellaneous	...	..	..	...	.	
Total	123	69	5	697	914	1,808
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	123	69	8,391	15,607	22,202	46,392

RAL TABLE IV.—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1888-89.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.		
6a	6b	6c	6d	6e	6	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
47,473	...	4,681	13,789	21,542	87,485	
10,396	752	1,745	466	9,403	22,762	
57,521			647		58,168	
1,15,390	752	6,426	14,902	30,945	1,68,415	
91,245	22,093	1,74,625	2,07,366	* 1,00,216	* 6,05,145	* Rs. 13,335 from Imperial Revenues
1,264	60,164	21,455	26,357	4,003	1,13,243	
38,577	...	500	18,285	35,695	93,057	
744	289		206	1,360	2,599	
1,31,830	83,146	1,96,580	2,52,214	1,50,274	8,14,044	
13,725	2,56,568	35,073	41,868	26,658	3,73,892	
18,703	11,862	15,535	2,132	34,160	82,392	
32,428	2,68,430	50,608	44,000	60,818	4,56,284	
49,682	187	360			50,229	
5,023	...	1,200			6,223	
13,460	...	...	40	628	14,128	
1,452	143	294	2,410	1,154	5,453	
10,200	...	..		540	10,740	
	..	2,019	...	1,877	3,896	
7,200	..		..	† 17,542	24,742	† From Imperial Revenues.
87,017	330	3,873	2,450	21,741	1,15,411	
16,148	917	2,255	33,550	2,401	55,301‡	‡ Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and scholarships held in the Arts Colleges.
43,955	..				43,955	
1,20,603	15,764	828		50	1,37,245	
10,023	369	683		10,077	21,152	
7,697		538			8,235	
6,277	39,654	11,240	45	11,648	68,864	
4,857	481	1,818	..	831	7,987	
12,910	167	2,240	...	2,017	17,343	
80,226	54,643	35,458	.	1,87,911	3,58,238	
53,401	17,687	9,090	40	7,196	87,414	
21,635	15,145	4,689	53,457	1,33,986	2,28,912	
3,77,741	1,44,857	68,839	87,092	3,56,117	10,34,646	
7,44,406	4,97,515	3,26,326	4,00,658	6,19,895	25,88,800	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

OBJECTS OF EXPENDITURE.				Under Public Management.			
				Managed by Government.			
				Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1				2*a*	2*b*	2*c*	2
				Rs.	Rs.	Rs	Rs.
School Education, General.	SECONDARY SCHOOLS—						
	For Boys	English	... ...	9,532	1,538	* 13,335	24,405
	For Girls	English	... ...	6,917	309	* 4,145	11,371
		Total	... ...	16,449	1,847	* 17,480	35,776
	PRIMARY SCHOOLS—						
	For Boys			...	...	...	...
	For Girls			...	...	...	...
		Total	... ...	...	...	...	...
Scholarships held in Secondary Schools				426	...	...	426
Buildings				22,476	...	...	22,476
Furniture and Apparatus (Special Grants only)				...	..	†549	549
Miscellaneous				3,350	7,381	† 95,256	1,05,987
		Total	... ...	26,252	7,381	† 95,805	1,29,438
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...				42,701	9,228	† 1,13,285	1,65,214

RAL TABLE IV. (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1888-89.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.									TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by the Department or by Local Fund or Municipal Boards.					*Unaided.*								
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
3a	3b	3c	3d	3	4a	4b	4c	4	5a	5b	5c	5	6
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
17,489	20,753	2,423	8,245	48,910	326	130	1,000	1,456	27,021	22,617	25,133	74,771	* Imperial Revenues.
20,240	17,091	8,611	14,528	55,470	...	...	...	...	27,157	17,400	22,284	66,841	
37,729	37,844	6,034	22,773	1,04,380	326	130	1,000	1,456	54,178	40,017	47,417	1,41,612	
1,440	1,203	1,970	956	5,569	...	...	...	...	1,440	1,203	2,926	5,569	
1,440	2,125	1,021	1,213	5,799	...	...	...	...	1,440	2,125	2,234	5,799	
2,880	3,328	2,991	2,169	11,368	...	...	...	...	2,880	3,328	5,160	11,368	
196	...	...	...	196	..	...	...	...	622	...	...	622	
4,433	...	...	..	4,433	...	...	...	...	26,900	...	...	26,909	
5,131	...		..	5,131	...	..	...		5,131		549	5,680	† Imperial Revenues.
1,193	42,686	8,573	19,910	72,362	..	...	...	...	4,543	50,067	1,23,739	1,78,349	
10,953	42,686	8,573	19,910	82,122	...	...	...	...	37,205	50,067	1,24,288	2,11,560	
51,562	83,858	17,598	44,852	1,97,870	326	130	1,000	1,456	94,263	93,412	1,76,865	3,64,540	

•RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC				
			UNDER PUBLIC				
			Managed by				
			Provincial Revenues.	Local Rates or Cesses.	Municipal Funds	Fees.	Subscriptions.
1			2a	2b	2c	2d	2e
			Rs	Rs	Rs	Rs	Rs
ARTS COLLEGES—							
University Education	English		38,473			7,243	...
	Oriental					..	..
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Medicine		57,521			647	...
	Total		95,994			7,890	...
SECONDARY SCHOOLS—							
School Education, General.	For Boys	English	2,240	.	489	3,775	145
		Vernacular		.		.	.
	For Girls	English		...	...	..	..
		Vernacular		.	.	..	..
	Total		2,240	..	489	3,775	145
	PRIMARY SCHOOLS.						
	For Boys		4,350		...	932	
	For Girls			...	...	..	..
	Total		4,350			932	
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special	Training Schools for Masters		49,682	187	360		..
	Training Schools for Mistresses		..	...	..	..	..
	Schools of Art		13,460	..	...	40	...
	Law Schools			..		...	...
	Medical Schools		10,200	..	.	..	.
	Industrial Schools				..	.	.
	Other Schools		7,200		.	..	.
	Total		80,542	187	360	40	
Scholarships held in	Arts Colleges		6,285	299	156	..	
	Professional Colleges		7,097		538		..
	Secondary Schools			171		.	..
	Primary Schools			.			
	Special Schools other than Training Schools.		12,644	167	2,240	..	13
Buildings			18,928	..			..
Furniture and Apparatus (Special Grants only)			48,117	..	5,262		715
Miscellaneous			5,690	..		336	
Total			99,361	637	8,196	336	728
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			2,82,487	824	9,045	12,073	873

RAL TABLE IV. (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1888-89.

INSTITUTIONS.

MANAGEMENT.

Government.		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
2*f*	2	3*a*	3*b*	3*c*	3*d*	3*e*	3*f*	3
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	45,716	...	...	3,481	435	...	...	3,916
...	...	...	...	...	...	...	...	...
...	58,168	...	...	...	...	...	...	...
...	1,03,884	...	..	3,481	435	...	...	3,916
5,183	11,832	3,060	22,257	1,64,538	1,01,057	2,034	1,420	2,94,366
...	...	...	60,040	21,199	26,262	1,363	96	1,08,960
...	...	...	...	...	...	...	...	...
...	...	...	289	...	...	...	...	289
5,183	11,832	3,060	82,586	1,85,737	1,27,319	3,397	1,516	4,03,615
...	5,282	...	2,55,653	34,101	34,152	1,342	349	3,25,597
...	...	604	10,608	10,821	...	381	...	22,414
...	5,282	604	2,66,261	44,922	34,152	1,723	349	3,48,011
...	50,229	...	...	...	...	...	...	...
...	. .	...	...	...	...	...	...	...
628	14,128	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
540	10,740	...	...	...	...	...	...	...
...	...	...	...	2,019	...	...	...	2,019
17,542	24,742	...	...	...	. .	...	...	...
18,710	99,839	...	...	2,019	...	...	...	2,019
2,751	9,491	120	...	182	...	134		436
...	2,235	..	...	..	...	...		...
1,553	1,724	1,855	33,792	9,207	...	19	487	45,360
...	...	2,577	481	1,252	...	...	67	4,377
1,350	16,414	...	...	...	...	...	38	38
...	18,928	22	54,493	35,458	...	...	...	89,973
3,080	57,174	3	17,687	3,828	...	82	...	21,600
7,146	13,172	120	9,408	3,577	2,810	20	527	16,462
15,880	1,25,138	4,697	1,15,861	53,504	2,810	255	1,119	1,78,246
39,773	3,45,975	8,361	4,64,708	2,89,063	1,64,716	5,375	2,984	9,35,807

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PRIVATE						
	Aided by the Department or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	4*a*	4*b*	4*c*	4*d*	4*e*	4*f*	4
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES—							
University Education. English	9,000	...	1,200	5,808	11,129	8,716	35,853
University Education. Oriental	10,396	752	1,745	466	...	9,403	22,762
University Education. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. Medicine	...	...	...	...	...	...	...
Total	19,396	752	2,945	6,274	11,129	18,119	58,615
SECONDARY SCHOOLS—							
School Education, General. For Boys... English	58,924	436	9,598	72,759	11,087	47,064	1,99,868
School Education, General. For Boys... Vernacular	1,264	124	256	26	...	2,425	4,095
School Education, General. For Girls English	11,420	...	500	885	...	13,411	26,216
School Education, General. For Girls Vernacular	744	...	...	206	...	680	1,630
Total	72,352	560	10,354	73,876	11,087	63,580	2,31,809
PRIMARY SCHOOLS.							
School Education, General. For Boys	7,935	915	972	5,051	2,006	7,705	24,584
School Education, General. For Girls	16,659	1,254	4,714	7	6,918	22,817	52,369
Total	24,594	2,169	5,686	5,058	8,924	30,522	76,953
SCHOOLS FOR SPECIAL INSTRUCTION—							
School Education, Special. Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. Do. do. for Mistresses	5,023	...	1,200	...	...	...	6,223
School Education, Special. Schools of Art	...	...	...	...	...	...	...
School Education, Special. Law Schools	1,452	143	294	2,410	...	1,154	5,453
School Education, Special. Medical Schools	...	...	..	...	...	...	..
School Education, Special. Industrial Schools	...	...	...	...	...	595	595
School Education, Special. Other Schools	...	...	...	...	...	...	
Total	6,475	143	1,494	2,410	...	1,749	12,271
Scholarships held in ... Arts Colleges	3,618	70	345	...	...	7,192	11,225
Scholarships held in ... Professional Colleges	...	...	...	...	...	...	...
Scholarships held in ... Secondary Schools	3,677	5,622	2,033	40	87	9,044	20,503
Scholarships held in ... Primary Schools	2,280	...	566	...	11	...	2,857
Scholarships held in ... Special Schools other than Training Schools.	275	...	...	...	...	216	491
Buildings	34,367	150	..	...	1,87,911	...	2,22,428
Furniture and Apparatus (Special Grants only)	150	...	...	40	1,091	1,679	2,960
Miscellaneous	11,282	(*a*) 5,737	(*b*) 1,112	244	921	1,633	20,929
Total	55,649	11,579	4,056	324	1,90,021	19,764	2,81,393
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION...	1,78,466	15,203	24,535	87,942	2,21,161	1,38,734	6,61,041

(*a*) Includes Rs. 5,677 on account of grant to "Private Institutions."
(*b*) Do. Rs. 932 ditto ditto ditto.

RAL TABLE IV. (B).—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1888-89.

INSTITUTIONS.											
MANAGEMENT.						TOTAL EXPENDITURE FROM					
Unaided.											
Provincial Revenues.	Local Rates or Cesses.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.
5a	5b	5c	5d	5e	5	6a	6b	6c	6d	6e	6
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	303	1,633	64	2,000	47,473	.	4,681	13,789	21,542	87,485
...	...	...	...	...	...	10,396	752	1,745	466	9,403	22,762
...	...	...	...	...	.	57,521	...	...	647	...	58,168
...	...	303	1,633	64	2,000	1,15,390	752	6,426	14,902	30,945	1,68,415
...	...	7,158	9,407	7,743	24,308	64,224	22,693	1,74,625	1,84,749	84,083	5,30,374
...	...	69	...	119	188	1,264	60,164	21,455	26,357	4,003	1,13,243
...	...	...	...	...	...	11,420	...	500	885	13,411	26,216
...	...	...	440	240	680	744	289	...	206	1,360	2,599
...	...	7,227	9,847	8,102	25,176	77,652	83,146	1,96,580	2,12,197	1,02,857	6,72,432
...	...	530	560	11,770	12,860	12,285	2,56,568	35,073	40,665	23,732	3,68,323
...	...	...	1,510	300	1,810	17,263	11,862	15,535	7	31,926	76,593
...	...	530	2,070	12,070	14,670	29,548	2,68,430	50,608	40,672	55,658	4,44,916
...	...	...	...	...	...	49,682	187	360	..	...	50,229
...	...	...	...	. .	...	5,023	...	1,200	...	...	6,223
...	...	...	...	...	..	13,460	.		40	628	14,128
...	...	...	...	..	...	1,452	143	294	2,410	1,154	5,453
..	...	...	...	...	. .	10,200	...	..	...	540	10,740
...	...	...	1,230	52	1,282	...	..	2,019	...	1,877	3,896
...	...	...	...		...	7,200	...	...	..	17,542	24,742
...	.	...	1,230	52	1,282	87,017	330	3,873	2,450	21,741	1,15,411
...	...	...	...			10,023	369	683	...	10,077	21,152
...	...	...	..	..		7,097	...	538		..	8,235
123	69	5	169	289	655	5,655	39,654	11,240	45	11,648	68,242
...		...	128	625	753	4,857	481	1,816		831	7,987
...	...	...	400	.	400	12,919	167	2,240		2,017	17,343
...	. .	...	.	.	...	53,317	54,643	35,458		1,87,911	3,31,329
...	...	...	...	..	..	48,270	17,687	9,090	40	6,647	81,734
...	...	...	...	..	.	17,092	15,145	4,689	3,390	10,247	50,563
123	69	5	697	914	1,808	1,59,830	1,28,146	65,756	3,475	2,29,378	6,86,585
123	69	8,065	15,477	21,202	44,936	4,69,437	4,80,804	3,33,243	2,73,696	4,40,579	19,87,759

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Managed by Government	English	4	1,074	83	...	83	224	...	224
	Local Fund	English	5	1,044	...	...	...	140	...	140
		Vernacular	65	8,720	...	...	...	2,043	...	2,043
	Municipal	English	62	15,023	590	...	590	3,626	...	3,626
		Vernacular	57	8,704	15	...	15	1,819	...	1,819
	Aided	English	39	8,724	645	...	645	2,310	5	2,315
		Vernacular	1	46	46	...	46	...	...	...
	Unaided	English	15	1,932	145	...	145	458	...	458
		Vernacular	2	78	...	...	...	9	...	9
	Total		250	45,345	1,524	...	1,524	10,629	5	10,634
For Girls.	Managed by Government	English	2	274	...	5	5	...	75	75
	Local Fund	Vernacular	1	48	...	...	...	...	4	4
	Aided	English	14	872	...	11	11	...	162	162
		Vernacular	2	74	...	...	...	...	12	12
	Unaided	Vernacular	1	31	...	...	...	..	1	1
	Total		20	1,299	...	16	16	...	254	254
Total Secondary Schools			270	46,644	1,524	16	1,540	10,629	259	10,888
Primary Schools—										
For Boys.	Managed by Government		4	363	...	...	...	...	...	...
	Local Fund		1,468	69,437	...	...	...	...	...	...
	Municipal		103	9,239	...	...	...	...	...	...
	Aided		74	4,200	...	...	...	...	...	...
	Unaided		124	2,622	...	...	...	...	...	...
	Total		1,773	85,861	...	..	...	...	...	...
For Girls.	Local Fund		73	1,996	.	...	...	...	...	...
	Municipal		75	2,344	...	...	...	...	...	...
	Aided		162	4,916	...	...	...	...	...	...
	Unaided		10	251	...	...	...	...	...	...
	Total		320	9,507	...	...	...	...	...	...
Total Primary Schools			2,093	95,368	...	...	...	...	...	...
GRAND TOTAL			2,363	142,012	1,524	16	1,540	10,629	259	10,888

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1868-89.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not Reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
298	...	298	469	...	469	...	...	...	1,074	...	1,074
363	...	363	541	..	541	...	...	...	1,044	...	1,044
1,566	...	1,566	4,730	...	4,730	381	...	381	8,720	...	8,720
4,813	...	4,813	5,570	...	5,570	424	...	424	15,023	...	15,023
1,530	...	1,530	4,787	...	4,787	553	...	553	8,704	...	8,704
2,233	6	2,239	3,404	20	3,424	101	...	101	8,693	31	8,724
...	...	...	...	...	...	..	...	...	46	...	46
414	...	414	915	...	915	...	...	...	1,932	...	1,932
8	...	8	61	...	61	...	...	...	78	...	78
11,225	6	11,231	20,477	20	20,497	1,459	...	1,459	45,314	31	45,345
...	71	71	...	123	123	...	...	...	...	274	274
...	8	8	...	36	36	...	...	...	...	48	48
...	269	269	17	413	430	..	...	...	17	855	872
...	16	16	...	46	46	...	...	...	...	74	74
...	9	9	...	21	21	...	...	...	...	31	31
...	373	373	17	639	656	...	...	...	17	1,282	1,299
11,225	379	11,604	20,494	659	21,153	1,459	...	1,459	45,331	1,313	46,644
98	...	98	265	...	265	..	...	...	363	...	363
11,325	...	11,325	56,421	...	56,421	1,691	...	1,691	69,437	...	69,437
616	...	616	7,374	...	7,374	1,249	...	1,249	9,239	...	9,239
312	5	317	3,665	17	3,682	201	...	201	4,178	22	4,200
145	...	145	2,398	...	2,398	79	...	79	2,622	...	2,622
12,496	5	12,501	70,123	17	70,140	3,220	...	3,220	85,839	22	85,861
	97	97	...	1,805	1,805	...	94	94		1,996	1,996
...	141	141	...	2,192	2,192	...	11	11		2,344	2,344
1	202	203	12	4,354	4,366	...	347	347	13	4,903	4,916
...	2	2	...	249	249	...	...	...	...	251	251
1	442	443	12	8,600	8,612	..	452	452	13	9,494	9,507
12,497	447	12,944	70,135	8,617	78,752	3,220	452	3,672	85,852	9,516	95,368
23,722	826	24,548	90,629	9,276	99,905	4,679	452	5,131	131,183	10,829	142,012

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS OF THE OFFICIAL

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
					1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS—							
For Boys.	Departmental ...	English ...	2	350	19	...	19
	Aided	English ...	6	409	26	...	26
	Unaided	English ...	1	19	...	...	...
		Total ...	9	778	45	...	45
For Girls.	Departmental ...	English ...	2	274	...	5	5
	Aided	English ...	9	505	...	3	3
		Total ...	11	779	...	8	8
	TOTAL SECONDARY SCHOOLS ...		20	1,557	45	8	53
PRIMARY SCHOOLS—							
For Boys.—Aided			3	69	...	...	...
		Total ...	3	69	...	...	...
For Girls.—Aided ..			4	97	...	...	...
		Total ...	4	97	...	...	...
	TOTAL PRIMARY SCHOOLS ...		7	166	...	...	...
	GRAND TOTAL ...		27	1,723	45	8	53

RAL TABLE V. (A.)

FOR GENERAL EDUCATION IN THE PUNJAB FOR EUROPEANS AT THE END, YEAR 1888-89.

Middle Stage.			Upper Primary Stage			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.
86	...	86	110	...	110	135	..	135	350	...	350
120	5	125	96	6	102	136	20	156	378	31	409
2	...	2	9	...	9	8	...	8	19	...	19
208	5	213	215	6	221	279	20	299	747	31	778
...	75	75	...	71	71	...	123	123	...	274	274
...	119	119	...	170	170	17	196	213	17	488	505
...	194	194	...	241	241	17	319	336	17	762	779
208	199	407	215	247	462	296	339	635	764	793	1,557
...	...	...	6	5	11	41	17	58	47	22	69
...	...	...	6	5	11	41	17	58	47	22	69
...	...	...	1	22	23	12	62	74	13	84	97
...	...	...	1	22	23	12	62	74	13	84	97
...	...	...	7	27	34	53	79	132	60	106	166
208	199	407	222	274	496	349	418	767	824	899	1,723

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Managed by Government	English	2	724	64	...	64	138	...	138
	Local Fund	English	5	1,044	...	...	...	140	..	140
		Vernacular	65	8,720	...	...	...	2,043	...	2,043
	Municipal	English	62	15,023	590	...	590	3,626	...	3,626
		Vernacular	57	8,704	15	...	15	1,819	...	1,819
	Aided	English	33	8,315	619	...	619	2,190	...	2,190
		Vernacular	1	46	46	...	46	...	...	...
	Unaided	English	14	1,913	145	...	145	456	...	456
		Vernacular	2	78	..	...	...	9	...	9
	Total		241	44,567	1,479	...	1,479	10,421	...	10,421
For Girls.	Local Fund	Vernacular	1	48	...	...	...	...	4	4
	Aided	English	5	367	...	8	8	...	43	43
		Vernacular	2	74	...	...	...	...	12	12
	Unaided	Vernacular	1	31	...	...	...	...	1	1
	Total		9	520	...	8	8	...	60	60
Total Secondary Schools			250	45,087	1,479	8	1,487	10,421	60	10,481
Primary Schools—										
For Boys.	Managed by Government		4	363	...	...	..	...	...	...
	Local Fund		1,468	69,437	...	...	...	...	...	...
	Municipal		103	9,239	...	...	..	...	...	...
	Aided		71	4,131	...	...	...	...	...	...
	Unaided		124	2,622	...	...	...	...	...	...
	Total		1,770	85,792	..	...	...	...	..	...
For Girls.	Local Fund		73	1,996	...	...	..	...	...	...
	Municipal		75	2,344	...	...	...	...	..	...
	Aided		158	4,819		...	...	...		...
	Unaided		10	251		...	...	...		...
	Total		316	9,410	..	...	...	...	...	...
Total Primary Schools			2,086	95,202		...	..	...	...	...
GRAND TOTAL			2,336	140,289	1,479	8	1,487	10,421	60	10,481

RAL TABLE V. (B).

RAL EDUCATION IN THE PUNJAB FOR NATIVES AT THE END OF THE OFFICIAL YEAR 1888-89.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
188		188	334		334	..	...	...	724	...	724
363	...	363	541	..	541	...	...	...	1,044	...	1,044
1,566	...	1,566	4,730	...	4,730	381	...	381	8,720	..	8,720
4,813	...	4,813	5,570	...	5,570	424	...	424	15,023	...	15,023
1,530		1,530	4,787	...	4,787	553	...	553	8,704	...	8,704
2,137		2,137	3,268		3,268	101	...	101	8,315	...	8,315
..	..	...	...			...	...	...	46	...	46
405		405	907	..	907	...	.	...	1,913	...	1,913
8		8	61	...	61	...	...	...	78	...	78
11,010	...	11,010	20,198		20,198	1,459	...	1,459	44,567	...	44,567
...	8	8		36	36	...	...	...	...	48	48
...	99	99	..	217	217	...	..	...	...	367	367
...	16	16	...	46	46	...	..	...	...	74	74
...	9	9	...	21	21	..	...	...	...	31	31
...	132	132	...	320	320	...	..	.	...	520	520
11,010	132	11,142	20,198	320	20,518	1,459	...	1,459	44,567	520	45,087
98	...	98	265	...	265	...	...	..	363	...	363
11,325	...	11,325	56,421	...	56,421	1,691	...	1,691	69,437	...	69,437
616	...	616	7,374	...	7,374	1,249	...	1,249	9,239	...	9,239
306	.	306	3,624	..	3,624	201	...	201	4,131	..	4,131
145	..	145	2,398	...	2,398	79	...	79	2,622	...	2,622
12,490	...	12,490	70,082	..	70,082	3,220	..	3,220	85,792	...	85,792
...	97	97		1,805	1,805	...	94	94	...	1,996	1,996
..	141	141		2,192	2,192	...	11	11		2,344	2,344
..	180	180		4,292	4,292	...	347	347		4,819	4,819
	2	2		249	249	...	...	..	...	251	251
	420	420	...	8,538	8,538	...	452	452	..	9,410	9,410
12,490	420	12,910	70,082	8,538	78,620	3,220	452	3,672	85,792	9,410	95,202
28,500	552	21,052	90,280	8,858	99,138	4,679	452	5,131	130,359	9,930	140,289

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1888-89.

	NATURE OF EXAMINATION.	Number of Institutions sending Examinees.				Number of Examinees.					Number passed.					Race or Creed of Passed Scholars.					
		Institutions under Public management.	Aided Institutions.	Other Institutions.	Total	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
Arts Colleges—																					
1	Master of Arts	1	1	...	2	11	1	...	...	12	2	...	...	..	2	..	...	1	...	1	...
	Master of Oriental learning	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	..	..	...	...
2	Bachelor of Arts	1	1	...	2	38	6	...	11	55	7	...	...	2	9	...	1	4	3	1	...
	Bachelor of Oriental learning	..	1	...	1	.	2	...	2	4	...	2	...	1	3	...	..	1	.	2	...
3	Intermediate Arts Calcutta	1	1	...	2	9	8	...	.	17	2	3	...	...	5	..	..	4	..	1	...
	Intermediate Arts Punjab	2	2	.	4	68	73	..	20	161	23	16	..	..	39	..	2	24	2	11	..
	Intermediate Oriental Punjab	...	1	...	1	...	4	...	3	7	...	3	...	2	5	...	...	2	...	3	...
Oriental Colleges—																					
1	Honours in Sanskrit	...	1	...	1	...	3	...	...	3	...	...	...	...	..	...	...	...	...	...	...
	,, Arabic	...	1	...	1	.	3	...	1	4	...	3	...	1	4	...	...	...	...	4	...
	,, Persian	...	1	...	1	...	5	...	2	7	...	5	...	2	7	...	...	...	...	7	...
2	High Proficiency in Sanskrit	...	1	...	1	...	10	...	3	13	...	5	..	1	6	...	...	6	...	...	...
	,, Arabic	...	1	...	1	...	5	...	1	6	...	5	..	1	6	..	...	..	...	6	...
	,, Persian	...	2	...	2	...	4	...	...	4	...	1	...	.	1	...	...	..	...	1	...
	,, Gurmukhi	...	1	...	1	..	5	...	..	5	...	3	...	...	3	...	...	...	3	...	...
3	Proficiency in Sanskrit	3	3	3	9	8	10	9	1	28	5	7	3	...	15	...	...	15	...	...	...
	,, Arabic	...	1	1	2	...	7	1	...	8	...	7	...	...	7	...	...	...	...	7	...
	,, Persian	...	1	...	1	..	1	...	3	4	...	1	...	3	4	...	...	...	...	4	...
	,, Gurmukhi	...	1	.	1	...	2	...	1	3	...	1	...	1	2	...	...	...	2	...	...
Medicine—																					
1	L. M. S. (Final Examination)	1	.	.	1	12	...	...	...	12	10	...	...	.	10	...	3	6	...	1	...
2	First L. M. S. (First Examination)	1	...	...	1	17	...	...	...	17	12	.	...	..	12	...	3	8	...	1	...
3	Medical School—Vernacular Medical Examination	1	...	...	1	27	...	...		27	20	..	..	...	20	...	1	12	...	7	...
4	Veterinary School—Veterinary Assistants' Examination	1	...	...	1	33	...	...	...	33	25	...	...	...	25	...	...	2	3	20	...

Engineering—																							
1 First L. C. E. (First Examination)			1	...	...	1	4	...	...	1	5	2	...	...	...	2	...	...	1	...	1	...
Schools of General Education—																							
Matriculation, Calcutta	Boys		14	16	3	33	144	152	41	...	337	31	27	13	...	71	4	2	46	7	12	...
	Girls		...	2	...	2	...	4	..	..	4	..	...	...	...	...	...	...	...	...	...	...
Do., Punjab	English	Boys	15	18	4	37	331	326	68	118	843	144	104	37	30	315	...	...	221	37	56	1
		Girls	...	1	..	1	...	1	...	.	1	...	...	...	...	...	...	...	.	...	...	...
	Vernacular	Boys	2	1	...	3	11	4	...	14	29	1	2	...	6	9	...	...	1	...	8	...
Law School	Final Examination		...	1	...	1	...	10	...	...	10	...	4	...	...	4	...	...	1	1	2	...
	First Certificate Examination		...	1	..	1	..	22	...	...	22	...	5	..	...	5	...	...	3	1	1	...
	Preliminary Examination ...		...	1	..	1	...	9	...	...	9	...	7	...	...	7	...	...	6	...	1	...
Schools of Special Instruction—																							
Certificate Examination for Masters.	Senior	English ...	1	...	...	1	15	..	...	6	21	9	...	...	1	10	...	...	4	2	4	...
		Vernacular ..	1	...	..	1	32	.	..	8	40	19	...	...	1	20	...	...	8	1	11	...
	Junior ..	English ...	1	...	..	1	19	..	.	5	24	10	...	...	1	11	...	...	9	...	2	...
		Vernacular ...	4	...	...	4	233	.	...	16	249	109	...	...	3	112	...	...	55	12	45	...
Departmental Tests—																							
Middle School Examination	English	Boys	68	35	18	121	1,198	710	214	249	*2,371	438	221	42	26	†727	29	9	459	64	166	...
		Girls	2	7	...	9	14	25	...		39	7	18	...	...	25	25	..	...	...	...	...
	Vernacular	Boys	131	2	3	136	1,118	6	7	191	1,322	468	3	5	17	493	...	...	302	65	126	...
		Girls	...	1	.	1	...	1	...	...	1	...	...	...	.		..	..	..	...	...	...
Upper Primary School Examination.	English and Vernacular	Boys	1,302	52	9	1,363	8,379	1,057	59	23	9,518	5,756	714	40	12	6,522	87	27	3,460	844	2,090	14
		Girls	30	30	1	61	135	205	1	..	341	79	154	...	...	233	98	28	45	27	35	...
Lower Primary School Examination		Boys	1,566	92	3	1,661	14,225	1,359	80	12	15,676	10,263	939	41	7	11,250	72	24	5,466	1,219	4,452	10
		Girls	82	39	2	123	313	565	11	...	889	193	350	3	...	546	93	42	200	44	163	4

* Includes 223 candidates who went up for English only. † Includes 181 candidates who passed in English only.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

Objects of Expenditure.	Expenditure of Local Fund Boards on Public Instruction.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			Total Local Fund Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Arts Colleges—															
University Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	752	752
University Education. — Total	...	...	...	...	...	...	...	...	...	...	...	...	...	752	752
Secondary Schools—															
School Education, General. — For Boys. English	5	1,044	1,006	817	...	4,369	118	2,796	182	...	7,465	...	17,888	436	22,693
School Education, General. — For Boys. Vernacular	65	8,720	8,571	7,522	...	40,679	376	13,076	833	...	54,964	...	19,361	124	60,164
School Education, General. — For Girls. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls. Vernacular	1	48	40	34	...	289	...	...	...	...	289	...	...	...	289
School Education, General. — Total	71	9,812	9,617	8,373	...	45,337	494	15,872	1,015	...	62,718	...	37,249	560	83,146
Primary Schools.															
School Education, General. — For Boys	1,468	69,437	64,983	54,399	...	2,51,579	441	23,515	1,322	229	2,77,086	...	4,074	915	2,56,568
School Education, General. — For Girls	73	1,999	1,817	1,448	285	8,790	156	...	134	...	9,365	...	1,818	1,254	11,862
School Education, General. — Total	1,541	71,433	66,800	55,847	285	2,60,369	597	23,515	1,456	229	2,86,451	...	5,892	2,169	2,68,430
Schools for Special Instruction—															
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	187	...	...	187
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	143	143
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Total	...	...	...	...	...	...	...	...	...	...	...	187	...	143	330
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,764
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	299	...	70	369
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	72	7,703	325	...	...	...	8,100	171	26,089	5,691	39,654
Scholarships held in — Primary Schools	...	...	...	...	1,280	262	...	...	...	...	1,542	...	219	...	481
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...	...	...	...	...	167	...	...	167
Buildings	...	...	...	...	22	54,493	...	...	...	...	54,515	...	...	150	54,643
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	16,292	35	...	67	...	16,392	...	1,295	...	17,687
Miscellaneous	...	...	...	...	...	2,543	...	5	6	...	2,554	...	6,865	a5,737	15,145
Total	...	...	...	...	1,374	81,293	358	5	73	...	83,103	637	34,568	11,648	1,43,910
Grand Total	1,612	81,245	76,417	64,220	1,659	3,86,999	1,449	39,392	2,544	229	4,32,272	824	77,709	15,272	4,96,568

a. Includes Rs. 5,677 on account
b. Do. Rs. 932 do.

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1888-89.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY				
Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.	Local Fund Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	21	20	19	...	3,481	...	435	...	...	3,916	...	...	1,200	4,681	4,681
...	...	...	...	...	...	...	...	...	...	...	...	...	1,745	1,745	2,497
1	21	20	19	...	3,481	...	435	...	...	3,916	...	...	2,945	6,426	7,178
62	15,023	15,463	12,950	3,060	1,64,420	17,898	98,261	1,852	1,420	2,86,901	489	118	9,598	1,74,625	1,97,318
57	8,704	8,585	7,271	...	20,823	19,361	13,186	530	96	53,996	...	376	256	21,455	81,619
...	...	...	...	...	...	...	...	...	...	...	...	...	500	500	500
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	289
119	23,727	24,048	20,221	3,060	1,85,243	37,249	1,11,447	2,382	1,516	3,40,897	489	494	10,354	1,96,580	2,79,726
103	9,239	8,808	7,201	...	33,660	4,074	10,637	20	120	48,511	...	441	972	35,073	2,91,641
75	2,344	2,227	1,741	319	10,665	1,818	...	247	...	13,049	...	156	4,714	15,535	27,397
178	11,583	11,035	8,942	319	44,325	5,892	10,637	267	120	61,560	...	597	5,686	50,608	3,19,038
...	...	...	...	...	...	...	...	...	...	...	360	...	...	360	547
...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200	1,200
...	...	...	...	...	...	...	...	...	...	...	...	...	294	294	437
1	85	81	53	...	2,019	...	...	...	...	2,019	...	...	...	2,019	2,019
1	85	81	53	...	2,019	...	...	...	...	2,019	360	...	1,494	3,873	4,203
...	...	...	...	...	...	...	...	...	...	...	...	...	...	828	16,592
...	...	...	...	120	182	...	...	134	...	436	156	...	345	683	1,052
...	...	...	...	...	...	...	...	...	...	...	538	...	...	538	538
...	...	...	...	1,783	8,882	26,089	...	19	487	37,260	...	325	2,033	11,240	50,894
...	...	...	...	1,297	1,252	219	...	...	67	2,835	...	...	566	1,818	2,299
...	...	...	...	...	...	...	...	...	38	38	2,240	...	...	2,240	2,407
...	...	...	...	...	35,458	...	...	...	...	35,458	...	...	...	35,458	90,101
...	...	...	...	3	3,795	1,395	...	15	...	5,208	5,262	33	...	9,090	26,777
...	...	...	...	120	3,577	6,865	2,805	14	527	13,908	...	...	[b] 12	4,689	19,834
...	...	...	...	3,323	53,146	34,568	2,805	182	1,119	95,143	8,196	358	4,056	66,584	2,10,494
299	35,416	35,184	29,235	6,702	2,88,214	77,709	1,25,324	2,831	2,755	5,03,535	9,045	1,449	24,535	3,24,071	8,20,639

of grant to private institutions.
do. do. do.